
S U R V E Y O F .

A D O L E S C E N T G U I D A N C E P R O B L E M S I N

H I G H E R S E C O N D A R Y S C H O O L S

O F

R E W A . R E G I O N

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P R E F A C E

If we are to get along well with the adolescents, we should be sympathetic towards their ideas, interests and needs. This cannot be done easily. The gravitational pull of reflecting our own images in every thing, makes the job difficult. The interests, wants and hopes of adolescents are compared with that of the adults. As a result of this misunderstanding, unsympathetic and fault finding attitudes develop and consequently fundamental needs and problems of the adolescents are ignored.

There is hardly any difference of opinion that there exist various problems in the adolescents different spheres of activity. It is also true that barely any study what so ever has been made so far in this otherwise most important field of adolescent behaviour. When I was a student of B.Ed. in 1959 my interest in child psychology developed. It was realised that most of acts of aggression committed by the child towards himself and the society and the ultimate maladjustments are the ~~directly and indirectly~~ direct results of our lack of recognition of the adolescent problems. From that very time I made up my mind to do some work on adolescent's problems, which will really be a ~~an~~ contribution in the field of education in some way or other.

Guided by this impelling motive this study was selected for dissertation. An effort has been made to arrive at some specific conclusion and to suggest some ways to guide the adolescents in the existing conditions.

The author will have the satisfaction to find his labour amply rewarded if the teachers or the educational administrators who are really interested ~~in~~ in the younger generation, will make some use of it. The time for the study like this has been short, even then efforts have been done to find out some useful results.

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C O N T E N T S.

INTRODUCTION.	Page I to VI.
<u>CHAPTER. I.</u> Need of the study.	Page. 1 to 6.
<u>CHAPTER. II.</u> Problems of adolescents.	Page. 7 to 12.
<u>CHAPTER. III.</u> Need of Adolescent guidance.	Page. 13 to 20.
<u>CHAPTER. IV.</u> Ascertainment of the problems and fields of ^{from} the students.	page. 21 to 61.
<u>CHAPTER. V.</u> Ascertainment of the problems and fields of guidance from the teachers.	page. 62 to 83.
<u>CHAPTER. VI.</u> Conclusion.	Page. 84 to 91.
<u>CHAPTER. VII.</u> Suggestions.	Page. 92 to 99.
<u>CHAPTER. VIII.</u> Summary.	Page. 100 to 111.
<u>A P P E N D I X. A.</u> Questionnaire to students.	Page. 1 to 8.
<u>A P P E N D I X. B.</u> First Questionnaire to teachers.	Page. 1 to 4.
<u>A P P E N D I X. C.</u> Second Questionnaire to teachers.	Page. 1 to 4.
<u>A P P E N D I X. D.</u> Table showing the comparison of the problems of Adolescents of U.S.A. and of the adolescents of India. (Rewa, region.)	
<u>B I B L I O G R A P H Y.</u>	Page. 1.

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INTRODUCTION.

It is estimated that about one fourth of the population of the country consists of adolescent. As they are the future generation of the country and very soon we are going to put ^{bi} greater responsibilities on their shoulders, every adolescent should be given an opportunity to develop whole-some, personally satisfying, and socially acceptable physical and mental status and emotional and social adjustment. We as parents and teachers should have serious concern on the matter of adolescent's behaviour and his adjustment. It is, therefore, imperative that educators and parents gain as much understanding as is possible concerning the various needs and problems of adolescents.

The adolescent period is the time during which the child grows into the adult and becomes ready for the adult responsibilities. Adolescent is the time when the child becomes the kind of adult he will be. This is the period when the adolescent can become a good adult or a bad one. Much depends on the help we give him and the way we understand him. In older days adolescence was believed as a period of constant stress and strain. But now it has been seen that an experienced guidance can render a gradual and relatively peaceful and successful development of the child to maturity. There are conditions and situations in the lives of most adolescents, when the strong urges, impulses, or ambitions may stimulate the arousal of severe emotional disturbances.

II

" The adolescent has a Right to effective help from Adults" Malm and Jamuson in 'Adolescence' page 29. Now helping the adolescent requires a very wide vision. Our daily experiences of him will not help us. It requires greater breadth of understanding than that which comes from dealing with two or three ^{teen} agers or even hundred. It is something different if we are simply ^{on books} ~~on books~~ of adolescents. But we can not and ~~think~~ should not do that. We and the whole society influences the adolescents, and it is our responsibility to guide them.

In our society we have parents who want their children to remain dependent and will therefore make their choices for them, such as selecting clothes, choosing friends, and arranging social activities. They will criticise their decisions, keep them always with them and permit them little freedom for independent actions. Such parents are them selves maladjusted and make their children maladjusted. Some parents frequently show favouritism to a boy or girl, to the ~~oldest~~ ^{oldest} or to the youngest, to the brightest or to the dullest. In many ways teachers become substitute for such parents. All this causes the maladjustment of the adolescent.

If we want to check this maladjustment which will ultimately result in delinquency, we have to understand the problems of the adolescent and guide them from ^{time} ~~stage~~ to time.

~~XXX~~

That is why a study of the problems of adolescents is being made. As the area of problems is very wide, only those problems have been considered which confront the adolescents in the schools.

PREVIOUS STUDIES IN THE FIELD.

Hardly any study has been done in this field by any Indian Educationist. Few American Educationists have conducted their research work on the problems of the adolescents. The first work was ~~done~~ done by H.E. Jones (New-York: Appleton-Century-Crofts, Inc, 1943). The investigation of the problems of adolescents was also conducted by H.H. Remmers and Benjamin Shimberg (Chicago Science Research Associates Inc. 1949)

FORMULATION OF HYPOTHESIS.

It can hardly be denied that there exist various problems of adjustment in the life of adolescents. These problems vary from individual ^{to individual} and from place to place depending upon the conditions of locality. The investigation is based upon the hypothesis that the problems as well as the incidences of their arousal differ from rural boys to urban boys and from boys to girls. After making a search for specific problems of these three, different groups, ^{the} ~~the~~ question ^{of} guidance is tackled to find out how far those problems are getting consideration in rural and urban boys schools and girls schools. In the end, as a logical conclusion, it has been suggested that which field of guidance is required in which type of school (Urban boys schools, rural boys school and girls ~~school~~ school) and at what time.

PLAN OF WORK.

1) First of all the author made a ~~sketch~~ detailed study of the problems of adolescents ~~from~~ from different American literature and by personally contacting a large number of Adolescents and teachers

IV.

2. A questionnaire was framed and addressed to the students of Higher Secondary Schools of Rewa region asking about their various problems, and the guidance programmes which they want in their schools.
3. A questionnaire was next issued to teachers to ascertain the replies of the students.
4. A second questionnaire was issued to teachers to find out the nature and incidences of the problems of adolescent children.
5. The obtained data was given statistical treatment and results were drawn.

METHOD OF STUDY:

After studying American books a large number of problems confronting adolescents were selected. Then a large number of adolescent boys and girls of secondary schools were personally contacted to ascertain that they have these problems. As the problems were large in number they were divided in ten major fields. Now as this study was exclusively about the students, so five hundred fifty questionnaires were issued to different rural boys schools, urban boys and schools and urban girls schools. 66.1% adolescents replied. Similarly 180 copies of each questionnaire were issued to the teacher, 49.4% teachers replied the first questionnaire and 32.7% replied the second questionnaire.

These replies were given statistical treatment and results were obtained. Help of American books was taken from time to time.

STRENGTH OF THE STUDY.

This study has been able to verify the hypothesis and through it some constructive suggestions could be made.

WEAKNESS OF THE STUDY:-

Girls did not point out their sex problems correctly. In several cases they did not tick even one sex problem. The author personally went to most of the Higher Secondary Schools to get the questionnaire filled by the students. But from those schools ^{to} where he could not go, some of the replies were vague and unreliable so they were rejected. Moreover the problems of rural girls could not be studied.

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Chapter I.

With the ^tintroduction of compulsory education upto the age group of 6-11 years, the population of students going to higher secondary Schools has also increased in abundance. It is commonly understood that with the increase of this students population in our secondary schools, the standard of education has also ^tde^triorated. Though every body is ^{trying} ~~trying~~ to maintain the standard, but all around we are facing failures of the students and many cases of leaving the studies in-complete. Indiscipline among the students is on the increase. A large number of cases of the acts of aggression committed by the child towards himself, the school and the society are noted. These maladjustments of the students are the direct result of our lack of recognition of the need for understanding the adolescent problems. There is hardly any difference of opinion as to the existence of various problems in the adolescents different spheres of activity. But our beliefs are drawn from the writings of the investigators and suffice it to say that barely any study, what so ever, has been made so far in this otherwise most important field of adolescent behavior. So an attempt is being made to investigate the adolescent guidance problems.

The twentieth century psychologists have greatly emphasised that there exist great differences as well as similarities among human beings. These differences ~~maxim~~ are maximum between the age of 12 to 18 years. There are variations in the rate of growth and ^tma^turation, differences in attitude and behaviour development and adjustment. First of all the parents do not take interest in the adolescents, but they become concerned when their ^tyou^tnger adolescent children behave differently from what their older

sons and daughters displayed during early adolescent year.

Studies show that it is easier to work with elementary school children than to motivate learning among secondary school pupils. Malm and Jamison points out.

" Even the most accomplished teachers and the most skillful parents need to see the whole of the adolescent problem-and this "Whole" is bigger than most people realize. It involves understanding not only the boys and girls of our acquaintances but understanding also in what respects they are like all adolescents and in what respects they diverge from the pattern. It involves knowing also when we should try to help him and when we should leave him alone.

The implication of this quotation embodies much extensive and ~~in~~ inter-sive study of adolescents and their problems. A large number of studies have been conducted in U.S.A., but none of them is perfect. In India hardly any study worth record have been conducted on Adolescent problems. The reason is that various obstacles are encountered by psychologists and educators when they attempt to study the adolescent problems. Some of these difficulties are common to all study projects that involve analysis of complex human behaviour. It is almost impossible to isolate one problem from ^{the} other problems. Other general factors include lack of clear understanding of the purpose of study, accuracy of administration of evaluating ^{techniques} ~~techniques~~ and obtained data. Further more attempts to study adolescents ~~present~~ present certain specific problems because they are sensitive to possible adult criticism of their attitudes, beliefs or behaviour.

Some parents fear that questions presented to them concerning their adolescent children may carry implications of parental failures in child-rearing. Some school administrators and teachers are reluctant to devote their school time in the participation of the study of adolescents in their schools.

Our adolescents are always surrounded by a large number of problems, because adolescence is the time of momentous psychological changes. He becomes independent of home. Up to VIII class the parents of the child treat him as a child, protect him, govern his behaviour, and often expect from him blind obedience and blind respect. But the adolescent has an entirely different relation with his parents and home. Now he wants to decide himself how to spend money, what to wear, how to spend leisure time, what to eat and whom to associate. His relations towards parents become more friendly.

The adolescent begins to take interest in opposite sex also. He finds major physical changes in his body and in the body of opposite sex. So a curiosity of sex knowledge develops in him. He feels pleasure in the company of opposite sex. Similarly during adolescence the individual begins to attain the behaviour of adults.

We must study the problems of adolescent and ^{guide} ~~guide~~ him because it is the last chance for his personality adjustment. Good adjustment is best done from infancy to childhood. But if good adjustment is not present in the childhood, adolescent is the next best stage for achieving it.

When we look around our students studying in higher secondary classes, we will be convinced that their energy is wasted, their life is mis-spent and they are always surrounded by miseries and failures. We see that very intelligent boys are unable to keep pace in studies with other boys and girls who are less intelligent. We see many cases of boys and girls leaving their studies at the mid-session or after (IX or X class, frustrated with their own selves and the surroundings. They face many problems which can be easily solved, but neither the teachers nor the homes understand them or care for them. If simply a careful study is made of the problems confronting adolescents, it will save many adolescents from their unfortunate future, and in this way a great service will be done to the youth of the country.

The class room teachers of our secondary schools have a major role in developing the greatest resources of our nation. When the adolescent enters the higher secondary school he finds himself faced with momentous problems and has to keep pace with even more rapid changes. Also here the teaching becomes increasingly complex and ever more useful. So if we want to make the most of the adolescents energy, we, the parents and teachers, will have to give a sympathetic consideration and to take note of his problems.

The study of the adolescent and guidance problems is useful for the adolescent himself, for the school, for the society and for the country as a whole.

The recent studies on psychology have proved that most of the diseases and maladjustments of the individuals are due to non-recognition of his own problems. Shri Lalji Ram Shukla has pointed out in his book " Manovigyan Aur Arogya " that most of the maladjustments and diseases will automatically vanish, if the individual only accepts that he has certain basic problems. So if the adolescents only know and recognize the problems, most of the chances of maladjustments and waste of energy will be eliminated to a great extent. More over, when the adolescents will know their problems they will be able to discuss them freely with their teachers and counsellors. So the study is useful for students.

It has also been observed that most of the problems which arise in the class rooms have their roots in home. For example, some times the adolescent fears too much from his teacher. It is because of the dominating attitude of the parents during his early years. Otherwise he does not fear from his teachers. He simply wants to feel secure so far as teachers care and affection are concerned. It has also been noticed in the class room that a very intelligent boy is not able to work at his studies even on an average level. It may be due to ^{the} unsatisfactory study conditions of the home. An adolescent is fortunate if he has a room of his own in the home for study. On being interviewed a large number of students, it was found that 2 to 3% adolescents of Rewa region have their separate place in home ^{for} study. A boy or girl, who is really interested in his ^{or her} school progress, experiences great satisfaction in the feeling that in his home he has a place where undisturbed he can calmly and effectively pursue his studies.

Though it is felt that the adolescent should take his due share of the responsibilities of home, yet the parents should also care that his home duties should not come in the way of his studies. Moreover, he should also get a little time each day for recreations. It has been seen personally that in many cases the adolescents in their studies are disturbed by the parents, unconscious actions. For example the adolescent is forced to study to the accompaniment of a radio, loud conversations quarrelling among the members of the family.

So, a brief idea, of how most of the adolescent problems have their bases in home, has been given in these lines. A careful study of the problems of the adolescents will help the parents to accept their responsibilities as adults towards them.

There is a general complaint of the teachers that the students have become more ~~indisciplined~~ indisciplined. Though to some extent it may be correct, yet in most cases the indiscipline is caused because the teachers do not recognize the problems of the students. If the teachers give the adolescents a sense of worth, affection and provide them variety of interests the chances of indiscipline amongst the students will be reduced to the minimum. Every teen aged boy or girl wishes to get along with his teachers well, unless and until he or she is rejected or criticized by the teacher. If the teacher is strong and sincere and knows the problems of the adolescent, he may tactfully convince the emotionalized adolescent that he or she is wasting his or her energy. So the study of the adolescent problems is most useful from the school and teachers' point of view.

CHAPTER II.PROBLEMS OF ADOLESCENTS.

" In the life of every person there occurs a time when the body begins the process which will change it from a childish structure to that of an adult. At first the change is hardly noticeable, but soon it becomes pronounced enough in body form and in body feelings to take the person definitely out of the realm of childhood."

This time in the life of every individual is called the adolescent period. During this time the individual's attitude changes from dependence and restriction of childhood to independence and freedom.

The length of the period of adolescence differs from person to person and from country to country, but generally the teen-agers are called adolescents, i.e., from twelve to eighteen or nineteen years.

No two individuals are exactly similar in any phase of their personality. But teen-agers differ to a great extent from one another. They differ in their physical traits, some are tall and some are short, some are stout and some are slender, some are graceful and some are awkward and so on. These adolescents are the products of many national, cultural and religious backgrounds. The adolescent pulsate with boundless energy and enthusiasm. They look towards us for help in achieving their ideals and ambitions. The success or failure of these adolescents depends upon the guidance they get from their teachers and parents.

Our present education system is far from perfect and requires constant revision and improvement so that it may meet the needs of our children.

When the adolescent enters the higher secondary school, he has to adjust to the new surroundings, and to a new way of life. No matter how well the school is organized how excellent the curriculum is, or how efficient the teachers are, problems will arise before every individual student as he attempts to adjust to this new school life.

In Rewa region where educational developments have taken place on mass scale, the adolescents have to face greater difficulties. Large schools, oversize classes, untrained teachers, too little understanding of child and Adolescent psychology all combine to create a state of educational chaos. The result is general dissatisfaction among the pupils with the schools and school authorities.

On entering to the higher secondary school in class IX, the adolescent has to adapt himself to new teachers and to new school mates. He has to choose the course or subjects that he should take. Here he has to accept the personal responsibility for his success and failure. Further, there are a large number of other questions before the adolescent. Will he continue his studies on college level? If so, which college or School will he attend? will it be desirable for him to go directly to work after his higher secondary class ?

When the adolescent has been admitted to the school, he is faced with so many other problems. For example how to achieve success in school not only as a student inside the class, but also as a member of the group. He wants to know the efficient methods of learning, ^{and} examination passing ^{techniques} ~~techniques~~ etc.

When the adolescent comes to a higher secondary school, he brings with him a set of habit pattern and interests which have gradually developed from his child hood and which are still influenced by his home conditions.

Generally these habits and home influence make the adjustment of the adolescent to the new conditions more difficult. So we find the adolescent surrounded by a band of problems when he enters a higher secondary school. But we should not be discouraged. Fortunately the adolescent attitudes are subject to change.

The adolescent behaviour is ~~definitely~~ definitely influenced by the family attitudes. A feeling of ^{insecurity} ~~unsecrecy~~ in home is reflected in a teen age boy's or girl's attitude of distrust or fear of the school situation. When the adolescent has to subordinate his own interests to the wishes of the parents and teachers the results are sometimes very serious. The adolescents live a very intense life in school and take them selves and their activities much more seriously than we some times realize . If we, as teachers and educators will take the responsibility to meet our obligations conscientiously and intelligently, many fears and worries of Adolescents could be lessened or even ^{eliminated} ~~eliminated~~ . Thus a more pleasant and profitable school life would be assured.

Our civilization has also made the adolescent life more complex and full of problems. There are many ways through which the life of our adolescent becomes more hazardous. Some are given as follows .

(1) Life of the adolescent becomes ~~a~~ difficult because he is kept like a child when he has physically grown up to an adult.

(2) Life of the adolescent becomes difficult because he often finds himself in conflict with his parents. The parents of the ~~y~~ teen-agers during the last ten or twelve years, become~~s~~ accustomed of making their own decisions for them.

(3) Life of the adolescent becomes difficult because he is surrounded by such ideals, standards, and values and social customs which are just opposite to his modern way of thinking.

(4) Life of the adolescent becomes difficult because he has to make many choices himself and no body guides him.

(5) Life of the adolescent becomes difficult when he is kept away from recreations by his superiors.

(6) Life of the adolescent becomes difficult when the elders restrict him to be away from vices and they themselves are engaged in them.

An adolescent is sensitive to the ~~may~~ many emotional arousing stimuli in his environment. Although emotion plays a leading role in the development of the individual throughout his life, but ^{during} adolescence period its effect is maximum. He responds to social stimuli differently. He is aroused by those stimuli which had no effect on him when he was a child. The stimuli that produce pleasantness or unpleasantness change with the circumstances surrounding them. Change in age, interests and attitudes contribute to these 'changes'. From the study of the adolescent problems conducted by American educationists, it has been proved that most of these problems are ~~are~~ rooted in emotional experience and stress conditions.

~~But~~ Furthermore it should also be kept in the ~~man~~ mind that one problem leads to emergence of other problems. Some times many problems merge into each other in the imperceptible degree. Now the adolescent with this 'fused' problem ultimately becomes confirmed problem children. In very serious cases he becomes delinquent and ultimately when he enters adult life he turns out to be devout criminal.

Every teacher or counsellor will find it helpful to compile and prepare lists of problems which confront the adolescent from day to day. The classification or grouping of the problems is always faulty because the conditions, as well as the problems are many sided and can not be classified into separate compartments. The centre of each problem lies in the individual and in his relations to himself and to others. For example a problem of choosing a school or a ~~job~~ vocation often has financial, personality, health home and social aspects.

~~With~~ With this idea of unity always in mind, it is useful to make a rough classification of the conditions, grouping them into problem areas on the basis of some of the more important, social relationships. From this point of view I have made the following classification of the problems of adolescent

- (1) Educational problems.
- (2) Vocational Problems.
- (3) Civic Problems.
- (4) Health Problems.
- (5) Religious Problems.
- (6) School Problems.
- (7) Moral Problems.
- (8) ~~Sp~~iritual Problems.
- (9) Personal Problems.
- (10) Sex Problems.

There may be other classification of the problems, but this classification seems to me to cover major fields fairly well. The above list of problem areas is very ~~is~~ incomplete. Any teacher or counsellor can easily multiply the items from his experiences, but the main typical conditions out of which problems arise have been covered.

It will also be seen that there is much overlapping. This, is of course, due to the fact that conditions and situations are not simple. The location of a given area depends entirely upon the particular circumstances of the individual and the emphasis due to local conditions.

No study has been able to give the definite number of problems that confront the adolescents. It should also be kept in mind that the problems marked by an adolescent in the questionnaires, are only those of which he was conscious at the time when the questionnaire was filled or the problems were checked. Some very important problems confronting the adolescent may not have been checked by him at that time. Moreover the checked problems are only those which the adolescent wants to reveal. Nor we can say anything definitely about the problem only by a mere tick on the problem. One problem may be connected with so many situations. For example lack of success in school may be due to lack of intelligence, inability to get along with the teacher or class mates, a feeling of insecurity, poor health, unsatisfactory home conditions, a lack of ambition or a combination of all.

Because the problems of the adolescent are infinite, so I have limited my study to the problems confronting the adolescent in the school only.

CHAPTER III.NEED OF ADOLESCENT GUIDANCE.

We have studied in the last chapter that the adolescent boys and girls are always surrounded with a large number of problems. These problems arise due to variety of situations,. Due to these problems our teen age students of higher secondary classes are unable to make the most of their energies. These adolescents have little experience of the world surrounding them. ~~They find changes in their~~. They are bewildered by the fast changes in their environment. They find changes in their bodies and in the bodies of their associates, ^{with whom} ~~with whom~~ they played so freely upto this time. They find change in emotions, in their voice and in their temperament. They are on the way from child-hood to adult-hood. Sometimes the adolescent, who does not find the company of others of the same age group, is very much disappointed and feels himself as a discarded member of the society. The children do not like his company as they feel that he is much older than them and he is no more a child now. The adults also do not allow their company, as he has not fully grown up. In these circumstances the adolescent becomes frustrated. So, in many cases, such complexes are formed in these adolescents, that his further development is arrested.

The adults, who are sometimes very harsh towards these adolescents and want them to obey unconditionally to their decisions and orders, are the greatest enemies of the society.

When we as elders have all the rights and powers to command them to our whims, we must also realise and understand their problems and help them at the time of need and from our experience can give them suggestions, but they should be let free to choose their way, In other words we must give them guidance at the time of their need.

It will always be useful, if the adults look back to the paths through which they have come to their present position. Some times they will definitely be able to trace the influence that led them to their present position, and sometimes these influences are very obscure. Sometimes they might have missed the chances, when the whole course of their life might have changed, if they would have got proper guidance at that time.

In most of the cases our adolescents choose their way by the mere imitation of their friends. Mr. X has become a doctor, not because the profession suits to his taste, but because his elder brother is a doctor and he knows how and when admission is sought in medical colleges, and Mr. Y who has a real inclination for medical profession has become a Vakīl , because his father has a large number of cases every year. Both of them are not satisfied with their present profession. So we see that instead of getting proper guidance, these adolescents receive dictations from their elders which are suitable to their (elders's) needs.

The above examples show that the need of guidance is present in every walk of life, and at every step in school education.

It has always been so and would continue to be so as long as human beings exist. Guidance is needed for all; poor or rich; young or old; man or woman. The need for guidance is not only for those students who are poor and leave their studies incomplete, but it is mostly required among the favoured classes and among those who attend colleges and professional courses.

The changed condition of the society has increased the demand of guidances. In the past, home exercised the greatest influence on the education and vocation of the child. The boys and girls had ^{of the parents and} a real part in the activities and occupations both by learned these activities and occupations both by observation and imitation and also by instruction. But with the industrial development the homes have closed to influence the child. In the case of girls and boys of rural areas the home still has sufficient influence. The girls have to learn most of the things from their mothers and other members of the family. But in those homes where father and mother both are employed the home has practically no influence on boys or girls. In such cases, home life in the old sense is gone.

So we see that in these changed circumstances all the responsibility of students lies on the shoulders of the teachers and school. Similarly the changing conditions of labour and industry have greatly increased the need for guidance. Not only the variety of occupations, but also the occupational changes bewilder our young adolescents and intelligent decisions are not possible without suitable guidance.

Since the independence of our country the demand for education is increasing. A large number of boys are attending higher secondary schools. The higher secondary 'Scheme' framed by Dr. Mudaliar and accepted by the Government, has given the provision of introducing seven diversified courses at the higher secondary level. The aim of this diversification of courses was that children might be given only those instructions which are most befitting to their intelligence and taste, and are most useful for them. But the practice is not such. Every parent wishes to send his child in some technical line as there are more prospects in it. So we find great rush of students seeking admission in science courses, without the least consideration whether the subject suits to their taste and ability. The results are general failures and leaving the studies incomplete. Students become maladjusted and indiscipline is created. So if we want that students may get proper education which suits to their taste, temperament and ability, educational guidance is of vital importance at this stage, where diversified groups are introduced.

The effect of social and economic development on the religious and moral life is also very great. The religion does not occupy such important place in the life of an individual as it did previously. ~~The religion doesnot occupy such important place in the life of an individual as it did previously~~ Religions activities are forced to go in the background.

When the adolescent sees people having no faith in religion and also those who have utmost faith in religion he becomes perplexed, here comes the need of proper religious guidance. Similarly vast changes have taken place in our conception of morals. The adolescent sees that men have become rich not because of their contribution to society but because of their clever and immoral dealings. Also the standards of good conduct are continually changing. What was right once, is no longer considered right now. What was wrong once is now acceptable. Also the conception of moral changes from one society to another. The adolescents are amazed to see the different conception of moral for different persons. These young people have little consciousness of morals or moral obligations. The very fact of the lack of consciousness of moral problem may be one of the major problems of education and of guidance. Although moral training as such may not be considered to be a part of guidance, there is a great need of guidance to choose wisely the time of action they will follow.

The changed philosophy of education has also increased the need/ of guidance in our schools. The concept of education has changed from "Child being fitted to education" to education being fitted to child". His needs for personal development, his interest and desires are dominant. He should have a large part in decisions regarding. What he should do, and even in what he should not do. Often the young people are allowed and even ~~encouraged~~ encouraged to make choices that are some times very unfortunate. When we find such cases, we try to help them to see the mistakes of their choices, but we do....

try to compel them to do any thing. This emphasises the fundamental purpose of guidance--ie helping the individual to make wise choices.

Now guidance is only needed when there is a problem. When the individual has no problem there is no need of any guidance. When there are a large number of problems, ~~there exist~~ there exist a great need of guidance. In the case of adolescents a large number of problems exist at all times, and so variety of guidance programmes are required for them. Like problems, the field of guidance is also very wide and of varied nature, so it has been divided in ten major types of guidance programmes as was done in the case of problems. They are as follows:-

- 1) Educational Guidance.
- 2) Vocational Guidance.
- 3) Civic Guidance.
- 4) Health Guidance.
- 5) Religious Guidance.
- 6) Moral Guidance.
- 7) School Guidance.
- 8) Spiritual Guidance.
- 9) personal Guidance.
- 10) Sex Guidance.

It is belived that all types of guidance which are found in the latest American literatures are included in these major divisions. Any how ~~if~~ ^{has} if any of the guidance programme ~~less~~ not been included in the above classification, the teacher or counsellors may add it also in the list. Now ~~these~~ all these guidance programmes are not needed by all the students, in all the school and ~~at~~ at all times.

The girls have different problems than boys, different kind of guidance is required for girls than boys. Similarly urban boys have different problems than rural boys, so different kind of guidance is required for both the types of boys also.

It was felt important that opinion might be gathered from rural and urban boys and girls separately about what type of guidances they are in need of. This should also be ascertained by the teachers who have the real knowledge of the students needs. Moreover teachers can also suggest the names of guidances which can be introduced in our schools, keeping in view the local conditions.

Now, keeping the socio-economic condition of our country in view, we can not introduce all the guidance programmes at one stretch. At present practically no guidance programmes are given to our pupils, but this state can not be allowed to continue any more. After all these young adolescents are the future hopes of our country. Many of them will be great leaders, poets, Scientists, and literary figures. So let us see that they might not be distracted from the right path and their energies are not wasted. In other words, we must give them proper guidances at proper times.

As has been said above, all the guidance programmes cannot be started immediately in all the schools. We have to introduce these programmes gradually in the schools according to their need. For example, if educational guidance is of prime importance for our adolescents, it may be started first. ~~Then second in importance~~ Then second in importance be started and so on.

The other important^e, point which needs our attention is that we can not get expert guidance ~~person~~ personels or counsellors in the beginⁿing for every school. So, the responsibility of guidance should be given to some energetic teacher of the school who shows a real interest in the students and who has studied the psychology of adolescents.

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CHAPTER. IV.

ASCERTAINMENT OF THE PROBLEMS AND FIELDS OF GUIDANCE
FROM THE STUDENTS.

FRAMING OF THE QUESTIONNAIRE.

In order to find out the actual adolescent's guidance problems, two questionnaires were issued-one to students and the other to teachers. A third questionnaire was also issued to teachers to certain the nature and incidence of the most important problems of the adolescents. A number of studies were made on adolescents and their problems. Most of the books consulted were of American psychologists and educationists. The author could not trace any work conducted on the adolescent problems by any Indian educationists. Among the American books the most significant study on the adolescent guidance problems has been referred to in the book ' The adolescent' by Malm and Jamison.

With the help of this book and many others and with the personal experience of being a teacher for a long time, a large number of problems of the adolescents were collected. But these problems were so large in number and so varied in nature that the students were bound to be confused to reply them. In order to make them easier and understandable all these problems were grouped into ten major fields.

- | | |
|--------------------------|-------------------------|
| 1. Educational Problems. | 2. Vocational Problems. |
| 3. Civic Problems. | 4. Health Problems. |
| 5. Religious Problems. | |

6. Moral Problems.
7. School Problems.
8. Spiritual Problems.
9. Personal Problems.
10. Sex Problems.

After the grouping, a careful thinking was again done on all these problems. The problems of least importance were deleted from the list and two or three problems similar in nature were put together in the form of one problem. In all 94 problems were selected in the end. Now the first question of the questionnaire was framed to find out the percentage of adolescents facing each problem. The students were asked to put a tick before which they feel is their own. The second question aimed to find out the intensity of a particular problem in comparison to other problems in a field. Then in the third question the students were asked to rate the major fields of problems. The aim of the second question was to find out the intensity of a field of problem in comparison to other fields. The idea behind this question was that if at all any guidance programme is arranged in the schools, the fields of problems of vital importance may be dealt with in the beginning. In the question number four the students were asked to point out the guidance programmes which they want in their schools. The questions 5th, 6th, and 7th. were framed to find out whether any of the guidance programmes are provided in the schools in a formal way or informal way, or not provided at all.

Six hundred copies of the questionnaire were got printed, Out of them 550 copies were issued to different urban and rural boys schools and urban girls schools of Rewa Region. As there are no Girls higher Secondary School in rural areas so the question of rural girl's study does not arise. Two hundred questionnaires were issued to rural higher secondary schools, out of which only 118 questionnaires ie 59% were replied. Two hundred questionnaires were sent to urban girls schools out of which 138 questionnaires ie 69% were replied, and 150 questionnaires were sent to urban boys schools out of which 108 ie 72% were replied. In total ~~number~~ out of 550 questionnaires, 364 questionnaires ie 66.1% were ~~replied~~ replied.

The questionnaire to teachers was framed in English. In the first question the main problems of the adolescents were ~~xxxx~~ ascertained. The second question was framed so as to find out the importance or intensity of need for a particular guidance ~~field~~ field in comparison to other guidance fields. The teachers were asked to rate the guidance programmes in order of their intensity of need. The aim of this question was to confirm the answers received ^{from} by the boys. Then in the third question the teachers were asked to classify the guidance programmes into three compartments ie provided formally, informally or not provided at all. The last question a more important one was put to teachers to know that in case the guidance programmes are introduced in our schools, which can be given without much difficulty, keeping in view the local conditions. Three hundred

questionnaires were printed, out of which ¹³⁰ were issued to the teachers of higher Secondary Schools. Only ie were replied.

Both these questionnaires were given statistical treatment and the obtained results were studied. Then four most important problems from each major field which drew the attention of a large number of boys or girls were selected. Thus out of ten major fields forty problems were selected. They were again put in a second questionnaire issued to teachers, with each of the four problems under the respective major heads. The aim of this questionnaire was to find out the nature and incidence of the most important problems confronting the adolescents. As far as nature is concerned these problems themselves speak out their nature, but for incidence five most important times were selected viz:-

- 1- at the time of admission in class IX.
- 2- during the session in class IX.
- 3- in class X.
4. in class XI.
5. at the time of leaving the school. These five incidences were put under each set of four problems in every major field. The teachers were asked to rate first and second in both the cases of problems and incidences. Two hundred copies of this questionnaire were got printed, out of which 180 were issued to teachers and 32.8% were replied.

TABLE NUMBER I.EDUCATIONAL PROBLEMS.

S.No.	Adolescent Problems.	Percentage of the affirmative replies.		
		BOYS.		GIRLS.
		Rural.	Urban.	
1.	Concentration in studies.	90%	72.2%	70.2%
2.	Better utilization Library.	83.9%	60.2%	24.6%
3.	Knowledge of the subject taught in school.	65.3%	58.3%	18.1%
4.	Choice of suitable subjects	68.6%	69.4%	38.0%
5.	Method of study of great persons.	69.5%	71.3%	71.0%
6.	Choice of College.	78%	67.5%	52.8%
7.	Admission to college or Training Course.	68.6%	56.4%	56.5%

The table No. 1 ~~sh~~ shows that concentration in studies is a problem which has highest frequencies in the case of boys both rural and urban. Their percentages are 90% and 72.2% respectively, but only 70.2% girls have this problem which is second in importance for them. "Method of studying great people is the problem of first importance for girls. Their percentage of affirmative reply for this problem, is 71.0%, while only 69.5% and 71.3% of rural and urban boys respectively have this problem. Rest of the problems fetch different frequencies from both the types of boys and girls as well. The problem of better use of library and the problem of acquiring knowledge of different existing faculties of studies in school is quite big for rural boys (83.9% and 65.3% respectively), then comes the number of urban boys 60.2% and 58.3%). So far as girl girls are concerned their reply is only 24.6% and 18.1%.

The picture changes when we consider the problems of 'Choice of suitable subjects. This problems is faced by 68.6% of rural boys, 69.4% of urban boys but only 38.0% girls are perturbed about this question. So far as the questions of 'choice of College' and 'Choice of training' are concerned every one give due importance to it. The answers of rural boys are 78.0% and 68.6%, next comes the number of urban boys is 67.5% and 56.4% respectively. But only 52.8% and 56.5% girls are harassed by these two problems.

Q.I. B -. VOCATIONAL PROBLEMS.

TABLE NUMBER 2.
V O C A T I O N A L P R O B L E M S.

S.No.	Adolescent Problems.	Percentage of the affirmative replies.		
		BOYS.		GIRLS.
		Rural	Urban.	
1.	Profession of Interest.	81.4	69.4	34%
2.	Jobs available after school Education.	80.5	70.3	34
3.	Training after School Education.	80.5	78.7	41.3
4.	Subjects required for different professions.	84.7	62.9	48.0
5.	Scope in different professions.	76.3	43.5	61.9
6.	Advertizement and preparation of services.	84.7	42.5	41.3
7.	Qualifications for different professions.	90	59.1	45.9
8.	Places of Training Courses after.	84.7	50.9	45.9
9.	Prospects after a particular Training.	84.7	68.5	34

The above table shows that rural boys are more curious about all the questions concerned with the problem of choice of profession than urban boys, and girls are least intested about all these questions.

In keeping with their mental make up and economic difficulties, 90% rural boys have replied that they wish to know, 'What are the qualifications required for admission in different training courses. Then 84.7% rural boys are curious about four questions viz 'Subjects required for different professions', 'Advertizement and preparation for service' 'Places of Training Courses' 'Prospects after a particular training'. The problem 'Profession of interest' fetches 81.4% affirmative answers. Other two questions 'Jobs after School education' and 'Training after school education' are equally valuable for 80.5% rural boys, wish to know' Scope in different professions".

Next comes the number of urban boys. Unlike rural boys 78.7% urban boys showed curiosity about the question 'Trainings after school education. 70.3% urban boys think about 'What ~~jobs~~ jobs they can offer after ~~the~~ school education 69.4% urban boys bother about the problem 'Profession of interest.' 68.5 urban boys bother about the question 'prospects after a particular training. 62.9% boys bother about the problem 'subjects required for different professions. 50.9% urban boys think about the question ' places of training Courses. 59.1% urban boys bother about ' qualifications required for admission in different training courses. Lastly the problem 'Scope in different training Courses' and ' When posts are' advertized' fetch 43.5% and 42.5% affirmative answers from urban boys.

Although girls are last disturbed about the problems under this head yet different questions fetch different percentage of affirmative answers from them.

61.9% girls bother about the problem 'Scope in different professions'. This problem receives maximum percentage from them under this head, At the same time this is greater ^{than} ~~than~~ urban boys (43.5%). The questions 'Qualifications required for different training courses' and 'places of training Course' received 45.9% affirmative answers. The problems 'profession of interest' 'Jobs available after school education and prospects after a particular training' fetch only 34% affirmative answers. The problems 'Trainings after school education and 'Advertizement and preparation for services' have the frequencies 41.3% each. Lastly 48% girls bother about the problems "Subjects required for different professions".

Q.- 1-- G C. Civic Problems.

TABLE NUMBER 3.

<u>G C I V I C P R O B L E M S.</u>				
S.No.	Adolescent Problems.	Percentage of affirmative replies.		
		B O Y S.		G I R L S
		Rural	Urban.	
		8		
1.	Meaning of citizenship	81.5	69.4	26.9
2.	Why to be a good citizen.	83.9	63.9	28.2
3.	How to be a good citizen.	84.7	80.0	37.6
4.	How to make others good citizens.	82.2	68.5	42.7
5.	Duties towards school, society and country.	75.4	80.1	20.3
6.	Rights in School, society and country.	70.3	62.9	23.9
7.	Best use of rights and duties	69.5	50.9	28.2
8.	Feelings of social service not respected by others.	67.0	60.2	35.5
9.	Duty towards family.	71.2	56.4	34
10.	City Administration and how to take part in it.	71.2	50.0	23.1
11.	Neighbours are selfish.	74.6	82.0	71.0

A close analysis of the above table shows ~~that~~ that 61% to 80% of rural boys have replied in affirmative about seven questions (5th., 6th., 7th., 8th., 9th., 10th., ~~4th.~~, 11th., ~~14th.~~), where as one question disturbs such large number of girls. And seven question (1st, 2nd, 3rd, 4th, 5th, 8th.) carry 61% to 80% affirmative answers from urban boys.

From 81.5% to 84.7% rural boys replied in ~~diffin~~ affirmative about first four problems (1st, ~~2nd~~, 3rd, 4th.) where as only question 11th. carries ~~22.4x~~ 82.0% affirmative answers from urban boys. ~~But~~ But no question carries such high percentage from girls. From urban boys three questions (7th, 9th. and 10th.) carry 31% to 60% frequencies. From girls questions (3rd, 4th, 8th, and 9th.) fetch 31% to 60% frequencies. No question carries such low percentage from rural boys. But questions (1st, 2nd, 5th, 6th, 7th, and 10th.) carry below than 30% marks from girls. None of the questions carry so low percentage from rural or urban boys.

This clearly shows that maximum δ number of rural boys give importance to civic problems, and urban boys are more perturbed than girls. Girls are not perturbed.

Q 1--D-- Health Problems.

These problems, like many other problems, ~~is~~ ^{are} more pressing among rural boys than urban boys ~~have~~ and girls. From 83.8% to 87.3% of rural boys have shown concern about 'Cleanliness of body' 'Cleanliness of home' and 'Value of health in life'. Next to these ~~basic~~ basic questions 72.9% to 80.5% rural boys have shown ~~in~~ their concern about more technical questions, 'What is healthy food', 'Importance of physical exercise', 'How to be healthy', 'Remedies from different diseases'

and 'How to remove the ugly dots of face.

Because city boys are more after their appearance than real health and because schools of Rewa provide better facilities for games and sports, and because there are better medical facilities in urban areas than villages, none of the question under this head are scored more than 70% by urban boys. Unlike rural boys the questionnaires from urban boys carry 55.5% to 70% ~~maximum~~ affirmative answers. However the maximum importance they gave to 'Personal cleanliness' is 70% and next importance to 'Importance of physical training' is 66.6%.

The questionnaires from girl girls gave 13.7% to 54.3% affirmative replies for different questions under this head. 54.3% girls wish to know 'Value of health in life.' Only 47.8% girls are concerned about 'How to remove the ugly dots of the face.

The comparative table showing the percentage of affirmative answers for different problems has been given below:-

TABLE NUMBER 4.
HEALTH PROBLEMS.

S.No.	Adolescent Problems.	Percentage of affirmative replies.		
		B O Y S.		G I R L S.
		Rural	Urban.	
1.	Cleanliness of the body.	83.9	70	17.3
2.	Cleanliness of home.	87.3	57.4	13.7
3.	What is healthy food.	80.5	63.8	18.8
4.	Importance of physical Training Maximum	80.5	66.6	26.8
5.	How to be healthy.	75.4	65.7	27.5
6.	Remedies of different diseases	73.3	57.4	38.9
7.	How to remove the ugly dots of the face.	72.9	63.8	47.8
8.	Value of health in life.	84.7	55.5	54.3

Q.No. 1- E. RELIGIOUS PROBLEMS.

Because rural boys are more thorough going about religious problems and they have real desire to make a rational foundation of their faith, their scores are highest in comparison to others. The highest score is for the question 'How to create faith in god' - 77.1%. Other scores are 75.4%, 74.6% , and 73.3% for the questions 'What is ~~his religion~~ the duty towards other religions', 'what is his religion' and what is the place of religion in life,

Due to the impact of industrial civilization urban boys bother about religion to a lesser degree. Consequently, all the scores are far below than rural boys. However, the first three questions viz 'What is his religion, 'What is the place of religion in life' and what is the duty towards other religion' fetched 61.1%. The question 'How to create faith in religion ' has the frequency and 57.4%. Other two questions 'How to worship' and 'How to create faith in God' fetched 54.6% affirmative reply.

As accepted by every one girls possess better faith in God and religion,. And because they are less perturbed by different practical and theoretical aspects of religion, their scores for different question does not exceed 39.1%. But there is one exception to it. 54.3% of girls have replied that they wish to know 'If religious customs are based on Scientific principles'.

Obviously city culture and Scientific knowledge hurts their religious practices and dogmas, and to save it they wish to know the relation of religion and Science.

Their belief in dogmatic practices is confirmed by the fact that their second highest Score is for the question ' What are the consequences of being non religions ' 39.1%.

The replies of the rural and urban boys and girls have been tabulated below.

TABLE NUMBER 5.

RELIGIONS PROBLEMS.

S.No.	Adolescent Problems.	Percentage of affirmative replies.			
		B O Y S.		G I R L S.	
		Rural	Urban		
1.	What his religion is	" 74.6	" 61.1	" 13.8	
2.	Place of religion in life.	" 73.3	" 61.1	" 24.6	
3.	Duties towards other religions.	" 75.4	" 61.1	" 22.4	
4.	How to create faith in religion.	" 65.3	" 57.4	" 31.1	
5.	How to worship.	" 71.2	" 54.6	" 23.1	
6.	Specialities of other religions.	" 58.5	" 43.5	" 36.2	
7.	Common features of all the religions.	" 64.4	" 42.5	" 36.2	
8.	How to create faith in God.	" 77.1	" 54.6	" 38.4	
9.	Consequences of being non religions.	" 67.0	" 50.9	" 39.1	
10.	If religions customs are based on Scientific principles.	" 60.2	" 47.2	" 54.3	

Q.-- 1--F. CHARACTER PROBLEMS.TABLE NUMBER 6.MORAL PROBLEMS.

S.No.	Adolescent Problems	Percentage of affirmative replies			
		B O Y S.		G I R L S.	
		Rural	Urban	Rural	Urban
1.	Meaning of Character.	86.4	70.3	31.8	
2.	How to be a boy or girl of Character.	82.2	73.1	24.6	
3.	How to avoid the bad company.	90.0	76.8	22.4	
4.	How to best serve the parents.	86.4	64.8	21.7	
5.	How to be a good student even with a bad character.	83.9	67.5	43.4	
6.	Insulted because of the false notion of others about his character.	88.1	59.2	42.6	
7.	To guard the character in this immoral world.	89.0	62.9	41.8	
8.	To know about the good books on morals.	83.1	62.0	38.4	
9.	Relation between good health and character	84.7	60.1	28.9	
10.	Why relation between health and character.	93.2	69.4	34.0	

As in other cases, the general picture remains unchanged. Urban boys have greater problems of character than girls and rural boys have greater problem than urban boys. From the questionnaires of urban boys the problem ' how to avoid the bad company ' gets 76.3% answers, which is incidentally the highest. For this question rural questionnaires give 90% which is second highest for them, but girls give little weight to it - only 22.4%.

From the questionnaire of urban boys the problem ' How to be moral ' get 73.1% affirmative answers, which is their second highest score. Although rural boys and girls affirmed this problem by 82.2% and 24.6% answers respectively, yet these scores are very nominal in their respective columns. From urban boys the third highest percentage is for the problem " meaning of moral character" which gets 70.3% frequency, but rural boys 86.4% and girls give only 31.8% affirmative reply to it.

Sofar as rural questionnaires are concerned the last problem namely-' Why health and character are related' fetches greatest percentage-93.2%. From urban boys and girls it does not acquire even third ~~affirmative~~ highest weightage, their affirmative reply is 69.4% and 34% respectively. From rural boys third affirmative answer 89% is for the problem 'How to save one's character in this immoral ^{world} world. Urban boys did not even give it third highest percentage which is 62.9%. But girls give it third highest percentage i.e. 41.8%.

The highest score 43.4% which we get from the questionnaires of girls is for the problem ' How to be a good student even with a bad character'. This ~~questionnaire~~ does not get even third highest frequency from rural and urban boys. Only 83.9% rural boys and 67.5% urban boys are perturbed by it.

From the questionnaires of girls we find that second highest number of girls- 42.6%-wish to know 'why people misunderstand her character and scan her'. But only 88.1% rural boys and 59.2% urban boys wish to know this question. In their cases it is not even the third highest affirmative reply.

O. No. G. SCHOOL PROBLEMS.TABLE NUMBER.7

S.No.	Adolescent Problems.	percentage of affirmative Replies.			
		B O Y S.		G I R L	
		Rural	Urban.		
1.	To know the distribution of School work among teachers.	56.0	33.3	"	34.0
2.	To know the subject wise and class wise rooms of school.	56.0	24.0	"	28.9
3.	To know the games played in school.	69.5	26.8	"	26.09
4.	Why not due place in games.	61.9	31.4	"	34.0
5.	To be popular among class mates.	66.2	42.5	"	44.8
6.	Safety from the rowdy element, of school.	68.6	40.7	"	70.2
7.	To avoid contact from the rude and quarrelsome students.	57.6	29.6	"	31.9
8.	How to influence the teachers.	78.8	42.5	"	22.4
9.	^{Favouritism} Favoumism in the school	62.7	27.7	"	47.8
10.	How to continue studies in financial stress.	75.4	52.7	"	65.3
11.	How to satisfy the needs in financial stress.	67.48	38.8	"	34.7

Unlike elsewhere, in this section we find that almost all the question receive greather percentage from girls than urban boys. But rural boys maintain their highest position of all.

The problem-" how to save oneself from the rouges of the school" receives highest percentage ie 70.2% from girls. But urban boys gave only 40.7% affirmative answers to it, which is their third highest score.

From girls the second highest score(65.3%) is about the question "How to continue studies in financial stress". Urban questionnaires gave it 52.7% affirmative reply which is their first highest percentage.

When we compare urban boys with rural boys we find that the problem of continuing one's education in financial stress' which is faced by 52.7% urban boys and which is their highest score, get second weightage from rural boys. Only 75.4% rural boys have affirmed it. On the other hand 78.8% rural boys wish to know " how to influence teachers'. It is the highest score in their column in the above table. But this problem gets only 42.5% affirmative reply from urban boys which occupies second position in their column in the above table.

There is one more problem, 'How to be popular in school', which bothers 42.5% students of urban boys and which also carries second highest score. But this question gets fifth highest percentage 66.2% from rural boys and 44.8% from girls which is their fourth highest.

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TABLE NUMBER. 8.Q. I. H - SPIRITUAL PROBLEMS.

S.No.	Adolescent Problems	Percentage of affirmative replies.			
		B O Y S.		G I R L S	
		Rural	Urban	"	"
1.	Cycle of life and death.	73.3	51.1	48.5	"
2.	^{Destiny} Defining after death.	75.4	64.8	33.3	"
3.	What are vices and virtues.	74.6	60.2	23.1	"
4.	Salvation and how to get it.	72.9	62.0	28.2	"
5.	Relation between soul and God.	80.5	54.6	46.9	"
6.	Results of good and bad actions.	69.5	52.7	28.2	"
7.	Relation between body and soul.	67.8	49.0	33.3	"
8.	Administration of cosmos.	59.3	47.2	47.1	"

A comparison drawn on the basis of above table shows that highest number of rural boys 80.5% wish to know the relation of soul with the supreme spirit. But urban boys are more concerned about the question of 'Destiny after death', their highest score 64.8% is for this question. On the other hand % this problem 'Destiny after death' receives second highest percentage from the column of rural boys- 75.4% In both the columns the question of 'Defining good and evil' receives equal weight - rural questionnaires gave 74.6% and urban questionnaires gave 60.2%. Both these figures are third highest in their respective columns. The problems of salvation receives 62.0% affirmative answers from urban boys which is their second highest score. But rural boys gave it only fifth position.

But the above table shows that the problem of girls are absolutely different from that of urban boys. The highest percentage of affirmative answers from them is only 48.5% and it is for the problem ' to know about the cycle of life and death'. This problem receives sixth highest percentage from the column of Urban boys. The second highest percentage from the column of urban boys. ^{60%} The second highest percentage in the column of girls is 47.1% and it is for the problem to know ' How the cosmos is governed' Although this gets 47.2% affirmative answers from urban boys, yet it is the least percentage in their column.

Q. 1. K.

PERSONAL PROBLEMS.TABLE NUMBER 9.

S.No.	Adolescent Problems.	Percentage of affirmative replies.			
		%	BOYS.		GIRLS.
			Rural	Urban.	
1.	To get success in life.	90.0%	"	77.7	" 54.6
2.	To ^{earn} save money like others.	65.3%	"	51.1	" 20.2
3.	How to be a film actor.	50.8	"	42.5	" 28.9
4.	To get a most sincere friend.	72.9	"	66.6	" 45.7
5.	To develop intimacy with good students.	74.6	"	63.9	" 18.8
6.	To keep the standard of each boys.	69.5	"	62.9	" 23.1
7.	Quarrel among brothers and sisters.	48.3	"	47.2	" 21.7
8.	Less affection of parents.	47.4	"	49.0	" 17.3
9.	Timetable of the home.	49.1	"	49.0	" 20.2
10.	How to make up the weakness in a subject.	80.5	"	62.9	" 54.6
11.	How to be a good Scholar.	77.1	"	50.4	" 48.5

As per above table girls have good deal of personal problems although their percentage is not higher than that of urban boys. 54.6% of girls have acquired " How to get success in life" and "how to make up the weakness in a school subject". It means that they have highest trouble with the above two problems. But urban boys affirmed that 77.7% of them have trouble with the problem of achieving success in life, their highest score is only for this one problem and not for two. The second highest score in the column of urban boys is 66.6% and in the column of girls is 45.7% - both these figures stand for the question ' How to get a sincere friend'. The third highest figure in the girls column is for the question ' How to be a scholar', but in the column of urban boys it gets sixth highest percentage. In fact the third highest figure in the column of urban boys is 63.9% which stands for the problem ' How to develop intimacy with the best students of the school but only 18.8% girls attach importance to it.

A comparison of urban and rural boys reveals that the boys of both the categories give maximum emphasises for the question " How to get success in life"- rural boys 90% and urban boys 77.7%. But the second highest percentage of affirmative reply is 80.5% among rural boys and it stands for the question " How to make up the weakness in a subject". As it has been mentioned that in the column of urban boys it is a sixth highest frequency. From rural boys the question " How to be a great scholar" fetches third highest affirmative answers 77.1%. On the other hand urban boys gave it almost no attention in comparison to their other problems.

Q. 1- L. S E X. P R O B L E M S.T A B L E N U M B E R. 10.

S.No.	Adolescent Problems	Percentage of affirmative replies.			
		B O Y S.		G I R L S	
		Rural	Urban		
1.	Friendship in the same sex.	73.3	62.0	23.8	
2.	Friendship in opposite sex.	42.3	42.5	18.8	
3.	Suitable age for marriage.	55.0	54.6	18.1	
4.	Is marriage a necessity	59.3	47.2	47.8	
5.	How to marry early.	34.7	31.4	13.0	
6.	Solution of the problems created by early marriage.	41.5	43.5	26.0	
7.	How to get a suitable match.	47.4	31.4	16.6	
8.	Duty when one has fallen in love.	65.3	45.3	18.1	
9.	Whom to consult for internal disease.	72.9	56.4	34.0	

From a careful study of the table no. 10, it will be observed that the problem of homosexual relation has maximum frequencies in the case of boys both rural and Urban-73.3% and 62.6% respectively. In the case of girls it is only 23.8%. But in the case of girls the most important problem is to know " If marriage is a necessity of life ", which has 47.8% frequency. This shows that girls want more to live an independent life.

The other most important problem which draws the attention is " Whom to consult for internal diseases". This problem carries the frequencies second in order in the case of rural boys, urban boys and also of girls. This shows that

this problem is also very important and is felt equally by boys and girls. Our social make up is such that the adolescents cannot discuss sex problems or sex diseases freely with others, so it always remains a problem with them.

The problem of least concern for girls is " How to marry early" which bothers only 13% girls. This also proves that girls are not interested in marriage. In the case of boys also (both rural and urban) this problem carries minimum percentage which show adolescents in general are not interested in marriage. The other reason for this lowest percentage may be that most of the adolescent boys and girls in our higher secondary schools are married.

Question Number 2.

The aim of this question was to measure the intensity of need for a particular problem. The students were asked to rate the problem of each major field according to their importance. The result of their ~~given~~ answers shall be discussed in the following pages. Only first and second rating of the problems have been considered, and the problems carrying less than 15% scores have been left.

QUESTION NUMBER 2. A. EDUCATIONAL PROBLEMS.TABLE NUMBER 11.

S.No. Educational Problems.	Percentage of adolescent rating the problems 1st. & 2nd.					
	Rural		Urban		Girls.	
	1	2	1	2	1	2
1. Concentration in studies.	51.5	16.8	49.0	12.0	50.0	14.4
2. Best use of Library.	7.3	33.6	2.7	38.9	3.6	20.2
3. Subject taught in school	8.4	16.8	8.3	12.0	2.1	8.0
4. Choice of suitable subjects.	9.4	12.6	11.1	12.9	10.1	12.3
5. Method of study of great persons.	12.6	11.6	17.5	12.0	23.1	17.3
6. Choice of College.	8.4	4.2	9.2	10.1	5.0	16.0
7. Admission to College or training Course.	2.1	9.4	1.8	7.4	5.8	13.0

51.5% of rural boys, 49.0% of urban boys and 50% of girls have rated first the problem of "Concentration in studies". Besides 17.5% of urban boys and 23.1% girls have also rated as first the problem of 'method of study of great people.

Uniformly enough 33.6% of rural boys, 38.9% of urban boys and 20.2% girls have rated as second the problem of best use of library.

QUESTION NUMBER 2. B. VOCATIONAL PROBLEMS.TABLE NUMBER 12.

S.No. Education Problems.	Percentage of adolescent rating the problems. 1st. and 2nd.					
	Rural.		Urban.		Girls.	
	1.	2	1	2	1	2
1. Profession of Interest.	35.7	14.7	41.6	16.6	27.5	8.0
2. Professions available after school education.	24.2	32.6	9.2	32.4	7.2	28.9
3. Trainings after school education.	11.5 11.5	11.5 11.5	28.1 28.1	13.8 13.8	10.8 10.8	13.7 13.7
4. Subjects required for different profession.	3.1	10.5	2.3	9.2	5.0	7.2
5. Scope in different professions.	2.1	5.2	1.8	5.5	17.2	8.0
6. Advertizement and preparation of service.	5.2	8.4	3.7	4.6	4.3	7.2
7. Qualifications for different profession.	4.2	6.3	3.7	4.6	9.4	8.6
8. Places of different Trainings.	9.4	7.3	4.6	6.4	7.2	10.0
9. Prospects in a particular Training.	4.2	3.1	4.6	6.4	8.6	5.0

35.7% rural boys, 41.6%

urban boys and 27.5% girls have rated first the problem of profession of interest. Similarly 32.6% rural boys, 32.4% urban boys and 28.9% girls have rated second the problem " professions available after school education.

Besides, 28.1% urban boys have rated first for the problem of ^{trainings} trainings available after school education also. 17.2% girls have rated first the problem of scope in different professions also. And lastly 18.1% of girls have rated second the problem of " the places of different trainings".

QUESTION NUMBER 2. C. CIVIC. PROBLEMS.TABLE NUMBER. 13.

S.No.	Educational Problems.	Percentage of adolescent rating the problems. 1st. & 2nd.					
		Rural		Urban		Girls	
		1.	2.	1.	2.	1.	2.
1.	Meaning of Citizenship.	38.9	11.5	39.8	10.1	17.2	12.1
2.	Why to be a good citizen	24.2	34.7	17.5	35.1	15.9	13.7
3.	How to be a good citizen	9.4	11.5	10.1	24.2	15.9	16.6
4.	How to make others good citizen.	3.1	6.3	6.4	5.5	5.8	14.4
5.	Duties towards school, Society and country	6.3	5.2	3.7	10.1	2.9	5.0
6.	Rights in School, Society and country.	2.1	5.2	1.8	5.6	7.2	3.6
7.	Best use of rights and duties.	1.0	1.0	1.8	2.7	8.0	5.8
8.	Has feelings of Social service are not respected	2.1	6.3	1.8	.9	5.0	5.0
9.	Duty towards family.	2.1	1.0	4.6	2.7	5.0	4.3
10.	City administration and how to take part in it.	1.0	2.1	9.2	4.6	6.5	5.8
11.	Neighbours are selfish.	9.4	2.1	2.7	10.1	10.1	12.3

38.9% rural boys, 39.8% urban boys and 17.2% girls have rated first the problem of "meaning of citizenship. Similarly 24.2% rural boys, 17.5% urban boys and 15.9% girls have rated first the problem of " Why to be a good citizen". Besides 34.7% rural boys and 35.1% urban boys have rated second the question " Why to be a good citizen ". Again 24.2% urban boys have rated second the question ' how to be a good citizen . The same question have been rated first by 15.9% girls.

This means that quite a number of questions perturb girls intensely. And the intensity of problems among the urban boys are more than in rural boys.

QUESTION NUMBER 2. D. HEALTH PROBLEMS.TABLE NUMBER. 14.

S.No.	Educational Problems.	Percentage of adolescent rating the problems 1st. and 2nd.					
		Rural.		Urban.		Girls.	
		1.	2.	1.	2.	1.	2.
1.	Cleanliness of the body.	46.3	13.6	46.2	6.4	15.9	14.4
2.	Cleanliness of home.	17.8	32.6	8.3	35.1	5.8	9.4
3.	Healthy food.	4.2	13.6	12.0	15.7	9.4	8.0
4.	Importance of Physical Training.	10.5	6.3	10.1	7.4	13.1	5.9
5.	How to be Healthy.	3.1	6.3	1.8	9.2	7.2	8.6
6.	Remedial Treatment of different diseases.	9.4	5.2	4.6	8.3	9.4	12.3
7.	How to remove pimples from the face.	5.2	11.6	5.5	5.5	23.7	18.6
8.	Value of health in life.	3.1	10.5	10.1	11.1	25.3	12.3

46.3% rural boys, 46.2% urban boys and 15.9% girls have rated first the problem of cleanliness of body. 17.8% rural boys have rated first for the problem of cleanliness of ^{home} have also. But, the same problem have been rated second by 32.6% rural boys and 35.0% urban boys.

15.7% urban boys have rated second the problem of healthy food. The question "how to remove pimples from the face" ^{10.1%} have been rated first the problem "Value of health in life".

The above analysis reveals that among those who have problems, intensity of need is more among rural boys than urban boys. But health problems of girls-in extensity as well as in intensity are quite different from others.

QUESTION NUMBER 2. E. RELIGIONS. PROBLEMS.TABLE NUMBER 15.

S.No.	Educational Problems.	Percentage of adolescent rating the problems 1st. and 2nd.					
		BOYS.			GIRLS		
		Rural		Urban	Urban		Urban
		1	2	1	2	1	2
1.	What his religion is.	41.0	19.9	57.1	12.9	14.4	8.6
2.	Place of religion in life,	15.7	33.6	13.8	42.5	7.2	13.7
3.	Duties towards other religion.	5.2	13.6	2.7	11.1	3.6	8.6
4.	To create faith in religion.	5.2	2.1	7.4	6.4	7.2	14.4
5.	How to worship.	7.3	5.2	5.5	3.7	9.4	7.2
6.	Specialities of other religion.	5.2	5.2	5.5	3.7	7.2	9.4
7.	Common features of all the religions.	0.	4.2	4.6	1.8	4.3	9.4
8.	To create faith in God.	7.3	5.2	7.4	6.4	7.2	10.8
9.	Consequence of being non religions.	6.3	3.1	5.5	8.3	11.7	9.4
10.	If religious customs are based on Scientific Principles.	6.3	6.3	4.6	3.7	27.5	8.0

41.0% rural boys and 57.1% urban boys have rated first the problem ' What his religion is. The same question have been rated second by 19.9% rural boys also. The question ^{of religion} " place religion in life " have been rated first by 15.7% rural boys. But the same has been ^{rated} ~~rated~~ second also by 33.6% rural boys and 42.5% urban boys.

So far as girls are concerned 27.5% of them have scored first for the problem " If religious Customs are based upon Scientific principles".

It is clear, without any doubt, that although the problems are same among both the types of boys yet intensity is greater among rural boys than in urban boy

But the problem about which girls are most intensely curious receives very nominal attention from others.

QUESTION NUMBER 2. F. MORAL PROBLEMS.

* TABLE NUMBER 16.

S.No. Educational Problems.	Percentage of adolescent rating the problems 1st. and 2nd.					
	BOYS.			GIRLS.		
	Rural		Urban.	Rural		Urban.
	1	2	1	2	1	2
1. Meaning of character.	30.5	23.1	40.7	20.3	30.4	23.1
2. How to be a boys or girls of character.	11.0	29.4	28.1	34.2	18.8	27.5
3. How to avoid the bad company.	5.2	10.5	4.6	11.1	2.9	13.1
4. How to serve the parents.	25.2	12.6	7.4	10.1	6.5	7.2
5. How to be a good boy even with a bad character	7.3	9.4	1.8	1.8	5.0	8.0
6. Insulted because of the false notion about his character.	2.1	3.1	3.7	5.5	8.4	10.1
7. To guard the character in this immoral world.	2.1	5.2	2.7	1.8	14.4	11.6
8. To know the good books on morals.	1.0	2.1	4.6	3.7	5.8	6.5
9. Relation between good health and character.	3.1	1.0	7.4	3.7	1.4	7.2
10. Why relation between health and character	2.1	3.1	5.5	7.4	5.0	4.3

30.5% rural boys, 40.7% urban boys and 30.4% girls have rated first the problem "Meaning of character". The same question has been rated second by 23.1% rural boys and 20.3% urban boys. The question "how to be a student of character" has received first rating from 28.1% urban boys and 18.8% girls. The same question has been rated second by 29.4% rural boys and 34.2% urban boys.

Lastly 25.2% rural boys have rated first the problem " how to serve parents".

The above table and its analysis brings to light the fact that only few girls feel intensely the moral problems. On the other hand intensity of need for the first two questions are more or less equal in the case of rural as well as urban boys.

QUESTION NUMBER 2. G. ~~WHE~~ SCHOOL, PROBLEMS.

TABLE NUMBER. 17.

		Percentage of adolescent rating the problems, 1st. and 2nd.					
		BOYS.			GIRLS.		
S.No.	Educational Problems.	Rural		Urban.			
		1	2	1	2	1	2
1.	To know the distribution of work ^{among} amongst teacher	26.3	13.6	36.2	12.0	18.1	5.0
2.	To know the subject wise and class wise rooms of the school.	5.2	22.1	1.8	22.2	4.3	18.1
3.	To know the games played in the school.	9.4	11.5	9.2	6.4	5.8	9.4
4.	Why not due place in games.	4.2	8.4	1.8	6.4	7.2	6.5
5.	To be popular among class mates.	12.6	5.2	12.0	5.5	17.2	10.1
6.	To save from rouges of the schools.	6.3	7.3	7.4	10.1	8.0	11.6
7.	To avoid contact from rude and quarrelsome students	5.2	4.2	5.5	9.2	3.6	7.2
8.	How to influence the teachers.	11.5	5.3	7.4	6.4	7.2	10.1
9.	Favourism in the school	3.1	6.3	1.8	3.7	2.9	5.0
10.	How to continue studies in financial stress.	12.6	11.5	11.1	7.4	18.1	6.5
11.	How to satisfy the needs in financial stress.	5.2	14.7	5.5	9.2	7.2	10.1

1

26.3% rural boys, 36.2% urban boys and 18.1% girls have rated first the problem "To know the distribution of work among teachers". 22.1% rural boys 22.2% urban boys and 18.1% girls have rated for the problem "how to know the subject wise and class wise rooms of the school."

Two more question have been rated first by considerable number of girls. For the problem "How to be popular among class-mates, 17.2% of them have rated first, for the problem "How to continue studies in financial stress have been rated first by 18.1% of girls."

QUESTION NUMBER 2. H. SPIRITUAL PROBLEMS.

TABLE NUMBER 18.

S.No.	Educational Problems.	Percentage of adolescent rating the problems 1st. and 2nd.					
		B O Y S.			G I R L S.		
		Rural		Urban	Rural		Urban
		1	2	1	2	1	2
1.	Cycle of life and death	30.5	18.8	46.2	12.9	27.5	14.4
2.	Destiny after death.	12.6	26.3	17.5	37.0	21.0	22.4
3.	What are sins and virtues	18.8	15.7	11.1	13.8	5.8	11.6
4.	Salvation and how to get it.	14.7	7.3	6.4	8.3	10.1	11.6
5.	Relation between soul and God.	11.5	11.5	4.6	5.5	11.6	8.0
6.	Results of good and bad actions	4.2	7.3	1.8	4.6	5.0	8.0
7.	Relation between body and soul.	5.2	4.2	4.6	7.4	8.6	7.2
8.	Administration of universe.	5.2	8.4	4.6	8.3	10.1	16.6

The problem "To know about the cycle of life and death" has been rated first by 30.5% rural boys, 46.2% urban boys and 27.5% girls. This very problem has been rated second also by 18.8% rural boys.

The question of destiny after death has been rated second by 26.3% rural boys, 37.0% urban boys and 22.4% girls. Besides, for this question 17.5% urban boys and 21.0% girls have rated first also.

Another question "What are sins and virtues have been rated" has been rated first by 18.8% rural boys. And 15.7% of them have rated second also for the same problem lastly 16.6% of girls rated second the question " How this cosmos is governed."

The above analysis and the table itself shows that in order of intensity, rural boys need guidance more in first question, then in third question and then in second question. But for urban boys both the problems first and second are almost equally intensive by faced. As far as girls are concerned their intensively needed problem is second and then first and lastly eighth.

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QUESTION NUMBER 2. K. PERSONAL PROBLEMS.TABLE NUMBER. 19.

NATIONAL INSTITUTE OF EDUCATION Library & Documentation (CNC (N.C.E.R.T.) Acc. No. <u>22-157-18</u> Date <u>22-5-57</u>		Percentage of adolescent rating the problems. 1st. and 2nd.					
		BOYS.			GIRLS.		
		Rural.		Urban.			
S.No.	Educational Problems.	1.	2.	1.	2.	1.	2.
1.	To get success in life.	60.0	14.7	42.5	1.8	54.3	8.6
2.	To earn money like others.	7.3	30.5	2.7	2.5	5.0	22.4
3.	How to be a film actor,	2.1	8.4	9.2	15.7	3.6	8.6
4.	To get a most sincere friend.	5.2	12.6	3.7	11.1	10.8	13.7
5.	To have friendship with good students.	7.3	4.2	10.1	7.4	3.6	5.8
6.	To keep the standard of rich boys.	4.2	7.3	.9	13.8	2.1	5.0
7.	Quarrel among brothers and sisters.	2.1	4.2	3.7	5.5	6.5	6.5
8.	Less affection of parents.	1.0	2.1	4.6	1.8	2.7	4.3
9.	Time table of the home.	0	0	1.8	4.6	2.1	5.0
10.	How to make up the weakness in a subject.	5.2	6.3	8.3	9.2	5.8	14.4
11.	How to be a scholar.	5.2	10.5	12.7	4.6	5.0	4.3

60.0% rural boys, 42.5% urban boys and 54.3% girls have rated first for the problem "How to get success in life". Second rating has been done by 30.5% rural boys, 25.0% urban boys and 22.4% girls for the problem, "How to earn money like others." Moreover, the question "How to be a film star" has been rated second by 15.7% urban boys.

The table and the analysis indicate that from the point of view of intensity, first two problems are more important for rural boys than urban boys. Similarly these two questions are more important for girls than urban boys. Lastly the problem of becoming a star is intensely felt by only a handful number of urban boys and none others.

QUESTION NUMBER 2. 1. SEX. PROBLEMS.

TABLE. NUMBER. 20.

Percentage of adolescent rating the problems. 1st. and 2nd.						
	BOYS.			GIRLS.		
	Rural.			Urban.		
S.No. Educational Problems.	1.	2.	1.	2.	1.	2.
						8.6
1. Friendship in the same sex.	37.9	13.8	27.7	12.0	21.0	8.6
2. Friendship in the opposite sex.	10.5	22.1	10.1	19.4	27.5	15.9
3. Suitable age for marriage,	9.4	9.4	3.3	13.8	6.5	7.2
4. Is marriage a necessity.	6.3	8.4	12.0	12.9	18.1	21.0
5. How to marry early.	0	9.4	12.0	5.5	2.1	9.4
6. Problems due to early marriage.	4.2	5.2	10.2	11.1	4.3	9.4
7. To get a suitable match.	9.4	5.2	3.7	9.2	2.1	6.5
8. Duty when one has fallen in love.	13.6	6.3	6.4	9.2	2.1	7.2
9. Whom to consult for ^{internal} internal disease.	8.4	15.7	10.1	6.4	15.9	14.4

37.9% rural boys, 27.7% urban boys and 27.5% girls have rated first the problem of friendship in the same sex. The same problem has been rated second also by 13.3% rural boys.

Girls have rated first for three other problems also. 21.0% of them have rated first for friendship in opposite sex, 18.1% of them have rated first for the ~~xxxi~~ problem "is marriage a necessity", 15.9% of them have rated second also for the problem-" Is marriage a necessity".

19.4% urban boys have also rated second for the problem " friendship in opposite sexes". More over, 15.7% rural boys have rated second the problem " Whom to consult for internal diseases".

This analysis shows that from the point of view of intensity and varieties of sex problems girls are more intensity perturbed about sex problems than urban boys are more perturbed than urban boys.

QUESTION NUMBER 3. RATING OF THE MAIN PROBLEM.TABLE NUMBER. 21.RATING OF THE MAJOR HEADS. OF PROBLEMS.

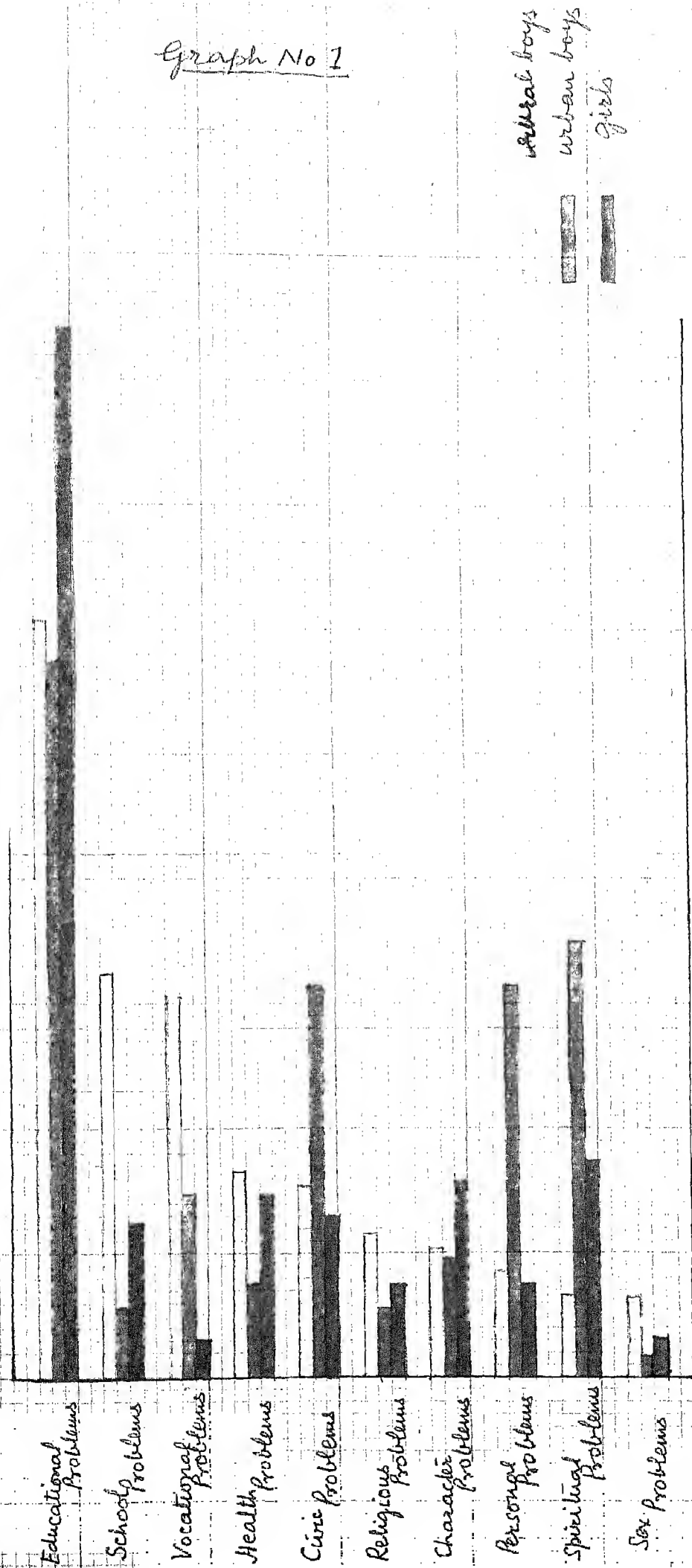
S.No. Major heads of the problems.	Rural boys.		Urban boys.		Girls.	
	1st. Rating	2nd. Rating	1st. Rating	2nd. Rating	1st. Rating	2nd. Rating
1. Educational Problems.	30.4%	16.1%	28.7%	7.4%	42.0%	5.8%
2. Vocational Problems.	15.2%	29.6%	7.4%	23.1%	1.5%	10.8%
3. Civic Problems.	7.6%	15.2%	15.7%	14.8%	6.5%	12.3%
4. Health Problems.	8.4%	15.1%	3.7%	7.4%	7.2%	16.0%
5. Religious Problems.	5.9%	5.9%	2.7%	6.4%	3.6%	4.3%
6. Character Problems.	5.1%	7.6%	4.8%	13.8%	7.9%	23.1%
7. School Problems.	16.1%	4.2%	2.7%	4.8%	17.3%	9.4%
8. Spiritual Problems.	3.3%	5.9%	17.5%	2.7%	8.6%	5.0%
9. Personal Problems.	4.2%	7.6%	15.7%	15.7%	3.6%	6.5%
10. Sex Problems.	3.3%	2.5%	.9%	3.7%	1.5%	6.5%

From the above only those problems have been given recognition - which have been rated first or second at least by 15% of adolescents.

RURAL. BOYS.

As per above table educational problems are most important for rural boys because 30.4% have rated first and 16.1% have rated second for it. The next important problem for them is school problems which has been rated first by 16.1% of them. The third important problem is vocational problem, it has been rated first by 15.2% rural boys and 29.6% of them have rated it second also. In the end we

Graph No 1



Scale 1" = 5 adolescents

Percentages of Adolescents reporting first the different fields of Problems

We come to Civic problems-it has been rated second by ~~15.2~~ 15.2% rural boys.

URBAN. BOYS.

Clearly enough, educational problem is most important of all, as 28.7% urban boys have rated it first. Their second important problem is spiritual problems, which has been rated first by 17.5% urban boys. According to their ratings the next important problem is Civic problems which has been rated first by 15.3% ~~urban boys~~ of them. Another problem - 'personal problem' - has been rated first and second by equal number of urban boys is 15.7%. Lastly we come to vocational problems which has been rated second by 23.7% of urban boys.

GIRLS.

Like others, educational problem is most important for girls also. 42.0% of them have rated first for it, then 17.3% of them have rated first for the school problem. It is their second important problem 23.1% of girls have rated second the problem of character - it is their third important problem. The fourth important problem is that of health for which 16.0% of them have rated second.

Question Number 4.

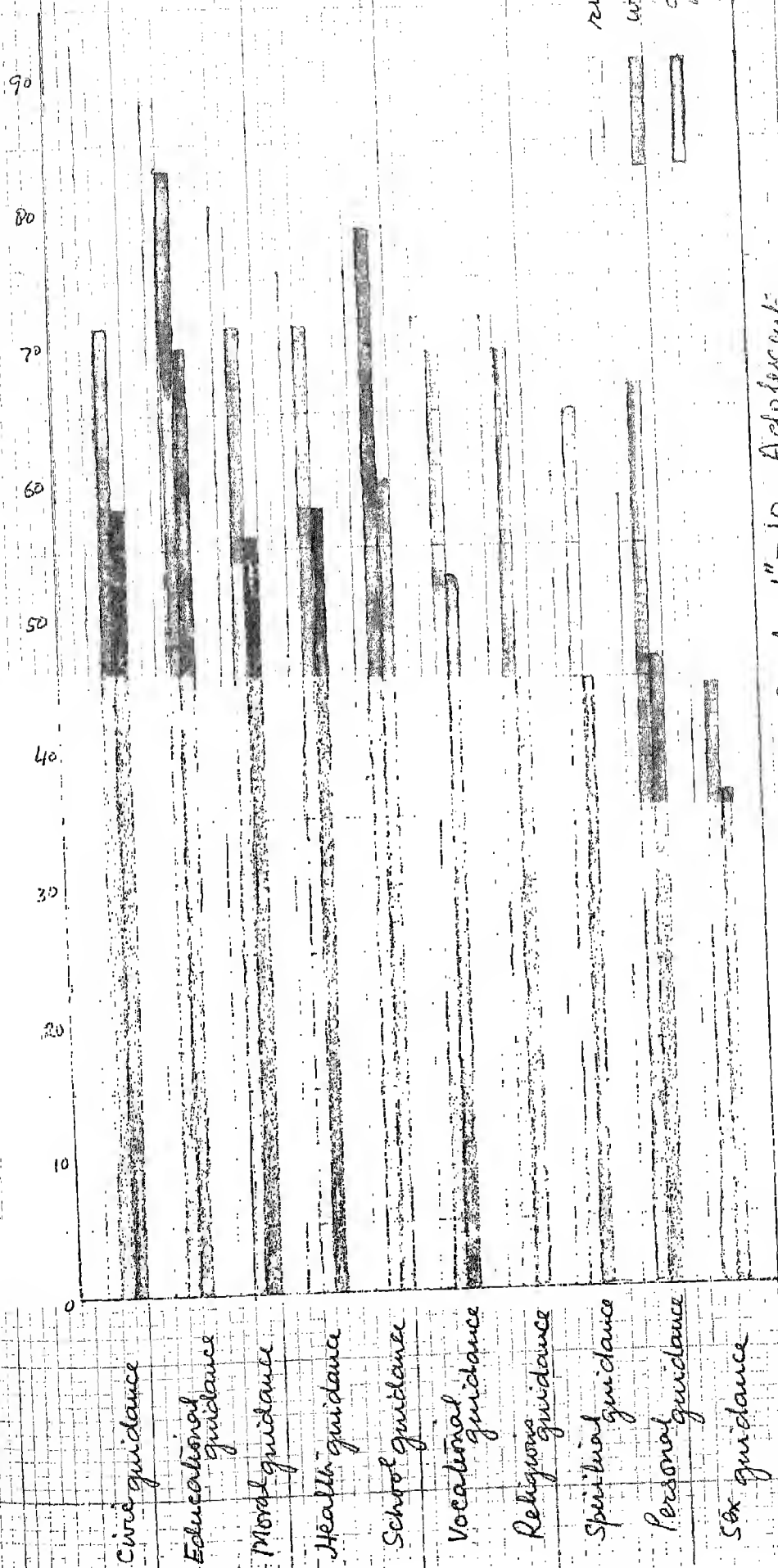
In this question the student's were asked to point out the guidance programmes, which they want in their schools. In the following table their answers have been tabulated.

Table Number 22.

PERCENTAGES OF THE ADOLESCENT DEMANDING DIFFERENT GUIDANCE PROGRAMMES		DIFFERENT SEXES		
No.	Type Name of guidance.	Rural Boys.	Urban Boys.	Girls
1.	Educational.	88.1%	83.3%	69.6%
2.	Vocational.	72.0%	69.4%	52.8%
3.	Civic.	92.4%	71.4%	58.1%
4.	Health.	75.4%	71.4%	57.2%
5.	Religions.	72.0%	69.4%	47.8%
6.	Moral.	80.5%	71.3%	55.8%
7.	School.	75.4%	78.7%	60.1%
8.	Spiritual.	60.2%	64.8%	44.9%
9.	Personal.	58.5%	66.7%	46.4%
10.	Sex.	41.5%	44.4%	36.2%

A close study of table No. 22 reveals that Educational guidance is of utmost importance for urban boys and girls. Their percentages are respectively 83.3% and 69.6%, while 88.1% rural boys have demanded it in their schools. The maximum number of rural boys want civic guidance in their schools, having the percentage of 92.4%, while the percentages of urban boys and girls demanding the civic guidance are 71.4% and 58.1% which is third highest in both the cases. This shows that the rural boys are more perturbed from civic problems than educational and school problems. As far as the school guidance

Graph No 2



Scale 1" = 10 Adolescent

Percentages of the adolescents demanding different guidance programmes

is concerned both the urban boys and girls have given it second importance. Their percentages for school guidance are 78.7% and 60.1% while the rural boys have shown it the fourth importance having a frequency of 75.4%. Health guidance is also equally important for rural boys, urban boys and girls. Their respective percentages are 75.4%, 74.1% and 57.2% which are fourth in order in the case of rural boys and girls and third in order in the case of urban boys.

Then fifth in order is character guidance in both the cases of rural boys, and girls. Their percentages are 80.5% and 55.8% respectively. In the case of urban boys it frequency is 71.3% which is third in order. From the table vocational guidance also seems important as it has drawn the attention of 72.0% rural boys 69.4% urban boys and 52.8% girls.

In the end sex guidance has drawn the attention of least number of adolescent in all the cases of urban schools, rural schools and girls schools. Their respective percentages are 41.5%, 44.4% and 36.2%.

Thus out of the above ten guidance programmes six seems to be more importance than the rest, They are as follows.

1. Educational Guidance.
2. School Guidance.
3. Civic Guidance.
4. Health Guidance.
5. Moral Guidance.
6. Vocational Guidance.

Graph No.2 gives a clear picture of the analysis.

QUESTION NUMBER 5, 6, ~~7~~ and 7.

These questions have been analysed to find out the extent and method of guidance provided, for different major problems, to the students of different categories. In other words the purpose is to see, what percentage of rural and urban boys and girls get guidance in the problem posited. And then it is to see what percentage of them get it formally or informally. The given table shows that there cannot be a water tight compartment between guidance given informally and guidances given formally. Guidances given informally are also given formally frequently enough.

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TABLE NUMBER. 23.

PERCENTAGE OF REPLIES OF THE STUDENTS.									
S.N.;	TYPE OF GUIDANCE.	Rural		Urban		G I R L S.			
		B O Y S.		G I R L S.		Guidance.			
		Not Given	Given for 'mally. mally.	Not Given 'informa. mally.	Given 'mally. mally.	Not Given 'mally. mally.	Given 'mally. mally.	Not Given 'mally. mally.	Given 'mally. mally.
		53.4%	25.7%	35.3%	60.1%	20.9%	31.3%	38.3%	29.5%
1.	Educational Guidance.	70.3%	15.3%	29.1%	57.9%	27.7%	39.3%	65.6%	30.2%
2.	Vocational Guidance.	45.0%	40.3%	29.2%	39.8%	50.0%	26.2%	51.4%	23.3%
3.	Civic Guidance.	50%	25.2%	27.3%	38.9%	29.3%	42.1%	53.5%	29.1%
4.	Health Guidance.	64.4%	20.2%	31.5%	60.1%	23.2%	30.1%	57.8%	27.7%
5.	Religious Guidance.	56.8%	29.2%	30.1%	46.8%	23.5%	39.7%	53.5%	30.1%
6.	Moral Guidance.	54.2%	15.3%	36.5%	51.3%	30.3%	35.7%	56.2%	25.9%
7.	School Guidance.	63.4%	20.2%	27.3%	50.0%	47.2%	14.3%	52.5%	23.5%
8.	Spiritual Guidance.	64.4%	15.7%	30.9%	62.0%	12.9%	29.7%	63.1%	21.5%
9.	Personal Guidance.	71.0%	9.3%	19.9%	69.2%	13.5%	20.1%	75%	13.7%
10.	Sex Guidance.								

Table No. 23 makes it clear that in the majority of cases very little guidance ^{is} ~~are~~ given. With the exception of one, the score of percentages for guidances not given is very high than guidances given formally and informally. The exception is in the case of urban boys getting civic guidance. Only 39.8% urban boys have said that they donot get civic guidance where as 50.% of them get it formally and 26.2% get it informally.

RURAL BOYS.

In rural schools guidances in order of ' not provided' and (1) sex guidance, (2) vocational guidance. (3) religious guidance and personal guidance (4) Spiritual guidance (5) moral guidance and (6) school guidance. Their respective scores are 71.0%; 70.3%; 64.4%; 63.4%; 56.8% and 54.2%. In comparison to other guidances, education guidance receives good attention. Only 53.4% have said that it is not given, and 25.7% have said that they get it formally and 35.3% have said that they get it informally.

The position of civic guidance is quite satisfactory in comparison to other guidances, Only 45.0% denied the existence of this guidance, 40.3% get it formally and 29.2% get it informally.

The position of health guidance is in balance in rural schools. 50.% rural boys says ^{that} it is not given, and in 25.2% cases it is given formally and 27.3% it is given informally. To be on the safe side it is better to conclude that more health guidance is required for rural boys.

URBAN BOYS.

Here guidances in order of ' not provided ' are (1) sex guidance (2) Personal Problems. I (3) Educational ^{guidance} Problems. (4) Vocational ^{guidance} Problems. (5) School guidance. (6) Spiritual guidance. The respective scores for them are 69.2%; 62.0%; 60.1%; 57.9%; 51.3%.

For urban boys health guidance⁶, least neglected. Only ~~28.9%~~ 38.9% denied the existence of this guidance; 28.3% reported that they get it formally and 42.1% have said that they get it formally. Next to health guidance is Civic guidance from the point of view of attention it gets in urban schools. Only 39.8% denied that they get it; 50.0% said that they get it formally and 26.2% said they get it informally.

The position of moral guidance is not very bad. Only 46.8% have said they do not get it. 23.5% have affirmed that they get it formally and 39.7% have said they get it informally.

GIRLS.

On the basis of replies received from girls, order of guidances not given are (1) Sex guidance. (2) Vocational guidance. (3) Personal guidance. (4) Religious guidance. (5) School guidance. (6) Health guidance and moral guidance. Their respective scores are 75.%; 65.6%; 63.1%; 57.8%; 56.2% and 53.5%.

Spiritual guidance is also neglected to a great deal in girls schools, but in comparison to other guidance it receives better attention. 52.5% girls replied that they do not get it. 37.3% replied that they get it formally and 23.8% have replied that they get it informally.

The table No. 23 shows that to some extent girls are getting more civic guidance than spiritual guidance, because only 51.4% of them have denied getting it. But in comparison to girls school more civic guidance is given in urban boys ^{schools} only 39.8% have denied getting it.

In girls schools the most satisfactory position is that of educational guidance. It is gratifying to see in the table that of all problems of girls and of all problems of rural and urban boys, educational problems are least neglected among girls. Only 38.3% have said that they do not get it; 37.3% have said that they get it formally and 29.5% have said that they get it informally.

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CHAPTER. V.

ASCERTAINMENT OF THE PROBLEMS AND
FIELDS OF GUIDANCES FROM TEACHERS.

I

First questionnaire to teachers:-

In all 120 questionnaires were issued to teachers. Out of which 90 were issued to urban teachers, 60 were issued to rural teachers and 30 to lady teachers. But only 51% of urban teachers, 46% of rural teachers and 51% of lady teachers replied.

The main purpose of this questionnaire was to ascertain how far the replies of the students are reliable. The specific purpose of this questionnaire was to know from these three types of teachers that in view of the local needs and feasibility which of the guidance programmes should be recommended. In the question number 1 of this questionnaire the teachers were asked to rate the problems in order of importance. But rating 4 was not done according to instructions. All the problems have been rated either first or second or twenty two. Therefore any inference from this question is impossible.

QUESTION NUMBER 2.

In this question the teachers were asked to rate all the ten types of guidance programmes in order of importance from their own point of view. Their replies have been tabulated below.

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TABLE No. 24

Q.No.2. PERCENTAGES OF TEACHERS RATING THE GUIDANCES
1st. and 2nd.

S.No.	Type of Guidances.	Rural Teachers.		Urban Teachers.		Lady Teachers.	
		1st.	2nd.	1st.	2nd.	1st.	2nd.
1.	Vocational.	15.3%	7.6%	17.3%	26.0%	18.7%	25.0%
2.	Educational.	19.2%	23.0%	47.8%	26.0%	37.5%	12.5%
3.	Civic.	23.0%	15.3%	13.0%	21.7%	18.7%	31.2%
4.	Health.	7.6%	11.5%	4.3%	8.6%	6.2%	--
5.	Religious.	3.8%	3.8%	-	-	-	--
6.	School.	11.5%	11.5%	4.3%	-	6.2%	6.2%
7.	Moral.	7.6%	11.5%	13.0%	4.3%	12.5%	6.2%
8.	Spiritual.	3.8%	3.8%	-	-	-	-
9.	Personal.	7.6%	11.5%	-	8.6%	-	18.7%
10.	Sex.	-	-	-	-	-	-

From the above table it is observed that rural teachers have given first importance to civic guidance for which 23.0% have rated first and 15.3% have rated second. Then the second important guidance according to their point of view is educational, which has been rated first and second by 19.2% and 23.0% respectively. The third important guidance is Vocational which carries 15.3% and 7.6% as its first and second rating. Then school guidance has been rated first and second by equal number of students i.e. 11.5%.

For urban teachers educational guidance is of prime importance, as it has been rated first and second by 47.8% and 26.0% of them. Then second and third places are occupied by vocational and civic guidances and their respective first and second ratings are 17.3%, 26.0% and 13.0%, 21.7%. Moral guidance can be given the fourth place as it has been rated first by 13.0% urban teachers.

Like urban/ teachers, lady teachers also feel that educational guidance is most important for them. 37.5% have rated it first and 12.5% have rated it second. Civic and vocational guidances are second and third in importance having 18.7%, 31.2% and 18.7%, 25.0% as their first and second ratings respectively. Then again like urban the fourth place has been occupied by moral guidance. 12.5% of girls have rated it first.

QUESTION NUMBER. 3.

This question verifies the answers of students given in questions number 5,6, and 7 in their questionnaire.

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TABLE NUMBER, 25.

TEACHER'S OPINION FOR THE EXTENT OF GUIDANCES PROVIDED.

S.No. Type of Guidance.	Rural Teachers.		Urban Teachers.		Lady Teachers.	
	Not Provided.	Formal, Informal, Ided.	Not Provided.	Formal, Informal, Ided.	Not Provided.	Formal, Informal, Ided.
1. Vocational.	84.6%	3.8%	11.5%	52.1%	19.5%	28.2%
2. Educational.	46.1%	19.2%	34.6%	52.1%	17.3%	30.4%
3. Civic.	38.4%	46.1%	15.3%	32.6%	41.3%	26.0%
4. Health.	50.0%	23.0%	26.9%	34.8%	30.4%	34.7%
5. Religious.	61.5%	11.5%	26.9%	76.2%	8.6%	15.2%
6. School.	53.8%	15.3%	30.7%	39.3%	26.0%	34.7%
7. Moral.	53.3%	19.2%	26.9%	50.0%	21.7%	28.2%
8. Spiritual.	65.3%	11.5%	23.0%	64.5%	15.8%	19.5%
9. Personal.	57.6%	11.5%	30.7%	54.4%	19.0%	26.0%
10. Sex.	88.4%	.0%	11.5%	86.9%	.0%	13.0%
						87.5%
						.0%
						12.

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Rural Teachers.

The above table shows that in order of neglect sex guidance is first, second is vocational, third is spiritual, fourth is religious, fifth is personal and sixth is moral and school guidance. The percentage of teachers who reported that the above guidances are neglected, are 88.4%, 84.6%, 66.3%, 61.5%, 57.6% and 53.8%.

Health guidance is not provided in 50.0% cases. Only 23.7% teachers said it is given formally and 26.9% teachers said ^{that} it is given informally. This means that the position of health guidance is far from satisfactory. 46.1% teacher opined that educational guidance is not given in their schools. Thus, educational guidance receives good attention.

Only 33.4% rural teachers informed that civic guidance is not given. 46.1% said it is given formally and 15.3% said it is given informally. This shows that civic guidance is given in a large number of cases.

URBAN TEACHERS. As per urban teacher's reply the order of neglect for the guidances is (1) Sex. (2) religious. (3) Spiritual. (4) personal. (5) Vocational and educational and (6) moral guidance. The percentages of teachers who opined that these guidances are not provided in their schools are 86.9%, 76.2%, 64.6%, 54.4%, 52.1% and 50.0% respectively.

The table shows that in these schools good deal of school, health and civic guidances are given. The percentages of teachers who have denied the existence of these three guidances are 39.3%, 34.8% and 32.6% respectively.

LADY TEACHERS :-

In the case of lady teachers, guidance in order of not provided are (1) Sex, (2) Vocational or personal (3) Spiritual (4) School and moral and (5) religious guidance. The percentage of teachers who have denied the existence of these guidances are respectively 87.5%, 75.0%, 68.0%, 62.5% and 56.2%.

It is painful to observe that 50.0% lady teachers have denied the existence of educational guidance. Only 43.7% lady teachers have opined that health guidance is not provided which is quite encouraging. The most satisfactory position is that of civic guidance as only 18.7% of lady teachers have denied its existence.

Question No. 4.

In this question rural, urban and lady teachers were requested to rate ten different guidance programmes in order of easy applicability and local needs. Their replies have been tabulated below.

TABLE No. 26

PERCENTAGE OF TEACHERS RATING THE GUIDANCE AS PER FEASIBILITY.

S.No.	Name of Guidance.	Rural Teachers.		Urban Teachers.		Lady Teachers.	
		1st.	2nd.	1st.	2nd.	1st.	2nd.
1.	Vocational.	11.5%	7.6%	10.8%	13.0%	12.5%	18.7%
2.	Educational	38.5%	15.3%	41.3%	17.3%	43.7%	25.0%
3.	Civic.	15.3%	-	17.3%	17.3%	12.5%	12.5%
4.	Health.	11.5%	23.0%	10.8%	30.4%	6.2%	6.2%
5.	School.	15.3%	11.5%	15.2%	10.8%	6.2%	6.2%
6.	Religious.	-	3.8%	2.1%	-	6.2%	25.7%
7.	Moral.	7.6%	-	2.1%	2.1%	6.2%	-
8.	Spiritual.	-	3.8%	-	-	-	-
9.	Personal.	-	3.8%	-	8.6%	-	6.2%
10.	Sex.	-	-	-	-	-	-

Rural teachers:-

38.5% rural teachers have rated first the educational problem. Their next highest score is 15.3%, which stands for school and civic guidance. other first ratings in the column of rural boys are so poor that they do not warrant attention. In the same column of second rating health guidance has received 23.0% affirmative replies.

Urban Teachers:-

As per above table the maximum importance is demanded for educational guidance. 41.3% have rated it first and 17.3% have rated it second. Next to it, 17.3% rated first and the same number rated second the civic guidance. Health guidance has also been rated first and second by 10.8% and 30.2% respectively. Lastly school guidance has been rated first and second by 15.2% and 10.8% urban teachers.

LADY TEACHERS:-

Lady teachers also demanded maximum importance for educational guidance. The above table shows that 43.7% have rated it first and 25.0% have rated it second. Their highest emphasis is for religious guidance-25.0% rated second and 6.2% rated it first. Considerable number of lady teachers have expressed the need of vocational guidance also- 18.7% have rated first and 12.5% second.

To summarise the above results, all the three types of teachers opined that educational guidance may be provided. Rural and urban teachers demanded civic, health and school guidance programmes. Lady teachers have demanded vocational and religious guidance programmes.

II.

SECOND QUESTION TO TEACHERS:-

After making a study of the results derived from the answers of students to their questionnaire, a fresh questionnaire to teachers was again issued. The aim of this questionnaire was to ascertain the problems of the students. Teachers were also asked to inform about the specific period in the school life of children when these problems become patent. In this questionnaire, each of the ten major fields of problems were broken into two subsection. The first section ascertained students answer and second section asked about time when these problems are acute.

This questionnaire was sent to 30 urban teachers, 60 rural teachers and 30 aldy teachers. The percentage of reply was 25.8%, 31.6% and 56.0% respectively. Answers of first subsections of each of the ten major feelds have been tabulated below.

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TABLE NUMBER 27.

S.No.	Name of Problems.	Rural.		Urban.		Girls.	
		1st.	2nd.	1st.	2nd.	1st.	2nd.
<u>(1) EDUCATIONAL PROBLEMS.</u>							
a.	Concentration in studies.	68.4%	5.2%	50.8%	13.0%	47.0%	
b.	Best use of Library.	--	10.5%	4.3%	4.3%	35.2%	11.7%
c.	Choice of Subject.	15.3%	57.8%	30.4%	56.5%	11.7%	35.2%
d.	Method of study of great people.	5.2%	26.3%	4.3%	26.3%	5.8%	52.9%
<u>(2) VOCATIONAL PROBLEMS.</u>							
a.	Profession of interest.	63.1%	5.2%	56.5%	4.3%	52.9%	5.8%
b.	Trainings after school.	26.3%	26.3%	26.0%	30.4%	35.2%	29.4%
c.	Subject for different profession.	5.2%	52.6%	13.0%	17.3%	5.8%	17.6%
d.	Scopk in different professions.	5.2%	15.7%	4.3%	47.8%	58.8%	47.0%
<u>(3) CIVIC PROBLEMS.</u>							
a.	Meaning of citizenship.	15.7%	10.5%	--	4.3%	35.2%	5.8%
b.	Duties towards school society and country.	36.8%	47.3%	34.7%	43.4%	58.8%	41.1%
c.	Best use of rights and duties.	31.5%	15.7%	39.1%	17.3%	--	52.9%
d.	How to be a good citizen.	15.7%	26.3%	26.0%	34.7%	5.8%	--

S.No.	Name of Problems.	Rural		Urban.		Girls.	
		1st.	2nd.	1st.	2nd.	1st.	2nd.
<u>(4) HEALTH PROBLEMS.</u>							
a.	To keep the body neat and clean.	52.6%	5.2%	73.9%	13.0%	58.8%	5.8%
b.	Food useful for health	26.3%	15.7%	17.3%	13.0%	23.5%	41.1%
c.	Remedy of different diseases.	10.5%	36.8%	-	39.1%	5.8%	52.9%
d.	Place of physical exercise.	10.5%	42.1%	8.6%	34.7%	11.7%	-
<u>(5) RELIGIOUS PROBLEMS.</u>							
a.	What religion is.	42.1%	15.7%	56.5%	8.6%	29.4%	41.1%
b.	Faith in religion.	36.8%	5.2%	21.7%	21.7%	52.9%	5.8%
c.	Specialities of his and other religions.	5.2%	47.3%	17.3%	30.4%	5.8%	11.7%
d.	Religious customs based on scientific principles.	15.7%	31.5%	4.3%	39.1%	11.7%	41.1%
<u>(6) MORAL PROBLEMS.</u>							
a.	How to guard character.	26.3%	15.7%	30.4%	26.0%	64.7%	-
b.	How to be a good student even if having a bad character.	52.6%	36.8%	65.2%	34.7%	-	47.0%
c.	To keep aloof from bad company.	10.5%	47.3%	8.6%	34.7%	29.4%	11.7%
d.	Relation between health and character.	10.5%	-	-	4.3%	5.8%	41.1%
<u>(7) SCHOOL PROBLEMS.</u>							
a.	Not gets due place in school activities.	26.3%	15.7%	21.7%	13.0%	17.6%	5.8%
b.	Keeping studies continued in financial stress.	10.5%	10.5%	17.3%	13.0%	52.9%	-
c.	To be popular among boys	63.1%	26.3%	56.5%	30.4%	5.8%	47.0%
d.	How to influence the teacher.	-	47.3%	4.3%	43.4%	23.5%	47.0%
<u>(8) SPIRITUAL PROBLEMS.</u>							
a.	Cycle of life and death.	52.6%	15.7%	43.4%	21.7%	52.9%	-
b.	Salvation and how to achieve it.	21.0%	36.8%	13.0%	39.1%	29.4%	47.0%
c.	Regulation between soul and god.	5.2%	-	4.3%	4.3%	11.7%	11.7%
d.	Where man goes after death.	21.0%	47.3%	24.7%	34.7%	5.8%	41.1%
<u>(9) PERSONAL PROBLEMS.</u>							
a.	How to achieve success in life.	52.6%	21.0%	73.9%	26.0%	74.4%	5.8%
b.	How to be a film star.	21.0%	10.5%	17.3%	4.3%	-	17.6%
c.	To make up the subject in which he is weak.	15.7%	42.1%	4.3%	56.5%	11.7%	41.1%
d.	Does not get the love of parents.	10.5%	26.3%	4.3%	13.0%	11.7%	35.2%
<u>(10) SEX PROBLEMS.</u>							
a.	To love the member of opposite sex.	47.3%	5.2%	69.5%	-	41.1%	-
b.	Whom to consult for interenal diseases.	15.7%	10.5%	-	21.7%	-	29.4%
c.	How to get a suitable match.	31.5%	47.3%	26.0%	21.7%	17.6%	11.7%
d.	If marriage is a necessity of life.	5.2%	36.8%	4.3%	56.5%	41.1%	58.8%

EDUCATIONAL PROBLEMS:-

68.4% rural, 60.8% urban, and 47.0% lady teachers have rated first the problem 'Concentration in studies'. The problem of 'Best use of library' has been rated first and second by an appreciable number of lady teachers only, i.e. 35.2% and 11.7% respectively. The problem of 'Choice of subject' has been rated first and second by rather large number of teachers. 26.3% rural, 30.4% urban and 11.9% lady teachers have been rated it first. The problem 'Method of study of great persons' has been rated second by 26.3% rural, as well as urban teachers and 52.9% lady teachers.

VOCATIONAL PROBLEMS:-

63.1%, 56.5% and 52.9% rural, urban and lady teachers respectively have rated first the problem 'Profession of interest'. According to teachers the question 'Trainings after school' is very important, because the table shows that 26.3% and 26.3% rural teachers, 26.0% and 30.4% urban teachers and 35.2% and 29.4% lady teachers have rated it first and second respectively. The problem 'Subject required for different professions' has been rated second by 52.6% rural, 17.3% urban and 17.6% by lady teachers. 'Scope in different profession' has received first and second rating from a considerable number of lady teachers i.e. 58.8% and 47.0% respectively.

CIVIC PROBLEMS:-

From the opinion of the teachers the problems of rural boys may be ordered as (1) Duties towards school, society and country -36.8% first rating and 47.3% second rating. (2) Best use of rights and duties, 31.5% first rating and 15.7% second rating. (3) How to be a good citizen, 15.7% first rating and 26.3% second rating and (IV)

(IV) Meaning of citizenship, first rating 15.7% and second rating 10.5%.

Similarly when we order the problems of urban boys on the basis of teacher's opinion, we find that their first to four problems occupy the place which they had occupied in the above ^{paragraph} percentage. But in the case of girls problems (b) gets first importance, (d) gets second importance (e) gets third importance and problem (a) gets the place of least importance.

HEALTH PROBLEMS:-

All sorts of teachers have rated highest for the problem 'How to keep the body neat and clean'. Secondly we find that the question 'What is most useful food for health' has been rated first by 26.3% rural, 17.3% urban and 23.5% lady teachers. Moreover 41.7% lady teachers have also rated it second. The problem of 'remedy of different diseases' has been rated second by a considerable number of teachers-36.8% rural teachers, 39.1% urban teachers and 52.9% lady teachers. "Place of physical exercise" ^{in life} receives the place of least importance from urban and rural teachers and almost no importance from lady teachers.

RELIGIOUS PROBLEMS:-

It is clear from the table that problems (a) and (b) under this major head are first and second important question for both the types of boys and girls according to their teachers. The problem No.(c) is what are specialities of his other religions receives third highest scores from rural and urban teachers but no importance from lady teachers. The question 'Religious customs VS Scientific principles' is quite important for all, for its second rating are 31.5% for rural teachers, 39.1% for urban teachers and 41.1% for lady teachers.

MORAL PROBLEMS:-

The table No. 27 shows that highest number of rural teachers and urban teachers have rated first as well as second the problem ' how to be a good student even if having a bad character. But this problem has been rated second by 47.0% lady teachers. Lady teachers opine that for girls the most important problem is ' how to guard character-64.7% have rated it first. But this problem has received next highest first and second ratings from rural and urban teachers. The problem how to keep aloof from bad company has received third highest scores from rural, urban and lady teachers. As per lady teacher's reply tabulated in the table, 41.0% of them have rated second the problem of relation between good health and character, which means that for girls it is an important problem but it is practically no problem for rural and urban boys.

SCHOOL PROBLEMS:-

As per rural teachers information 'Not getting due place in school ~~xxxxxx~~ activities is less important problem than that of ' how to be popular among boys'. They have also informed that for rural boys ' how to influence the teachers' is third important problem, but the question (b) has practically no significance.

From the reply of urban teachers the problem ' how to be popular among boys' is most important. 'Not getting due place in school activities' and ' How to continue studies in financial stress' are the problems which receive almost equal first and second ratings. But 43.4% teachers have rated second the problem-' how to influence the teachers which shows that it is also important for urban boys.

As far as girls are concerned the most important problem from teacher's point of view is ' How to influence the teachers.

Other three problems are more or less equally important for girls.

SPIRITUAL PROBLEMS:-

Very few teachers have rated first and second the problem of relation between soul and God. This shows that it is not a problem for boys and girls. For them the most important problem is 'Cycle of life and death', because highest number of teachers have rated it first and second. The table No. 27 shows that the problem of salvation and destiny after death has received first and second rating from almost equal number of rural, urban and lady teachers, which indicates that these two problems stand on equal footing for every one,

PERSONAL PROBLEMS:-

How to achieve success in life is the most important problem for all the three different types of students. 52.6% rural teachers, 73.9% urban teachers and 74.4% lady teachers have rated it first and 21.0% rural teachers, 26.0% urban teachers and 5.8% lady teachers have rated it second. The second important problem is 'How to make up the subject in which they are weak'. For it the first ratings from rural, urban and lady teachers are respectively 15.7% 4.3% and 11.7% and second ratings are respectively 42.1% 56.5% and 41.1%. The third important problem is 'How to be a film star'. Teachers also indicate by their ratings, that the problem of not getting love from the parents is faced by only rural boys and girls, though as per teachers rating it is not very important problem.

SEX PROBLEMS:-

The most important problem for rural and urban boys and girls is ' How to love the members of opposite sex'. For girls and urban boys the second important problem is whether marriage is a necessity of life or not, but for rural boys it is not a very important problem. The next important problem for urban boys and girls is ' How to get a suitable match'. For rural boys this problem occupies second place. The least important problem for all is whom to consult for internal diseases. For this problem first rating is 15.7% from rural teachers. Moreover 10.5% rural teachers, 21.7% urban teachers and 29.4% lady teachers have rated it second.

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INCIDENCES WHEN PROBLEMS BECOME VERY ACUTE.

The results of the second subsection of the teachers second questionnaire which deals with the occasions when problems are very acute have been tabulate below.

TABLE NUMBER. 28

TEACHERS OPINION ABOUT THE TIME WHEN PROBLEMS ARISE IN THE MINDS OF THE STUDENTS.

IN THE MINDS OF THE TEACHERS							
S.No.	Incidences.	Rural Teachers.		Urban Teachers.		Lades Teachers	
		1st.	2nd.	1st.	2nd.	1st.	2nd.
<u>1. EDUCATIONAL PROBLEMS.</u>							
a.	At the time of admission	68.4%	5.2%	65.2%	8.6%	58.8%	---
	in class IX.	15.7%	26.3%	21.7%	39.1%	29.4%	52.9%
b.	in class IX.	---	36.8%	8.6%	34.7%	5.8%	23.5%
c.	in class X.	15.7%	21.0%	4.3%	13.0%	5.8%	23.5%
d.	in class XI.	---	10.5%	---	4.3%	---	---
e.	At the time of leaving School.	---	---	---	---	---	---
<u>2. VOCATIONAL PROBLEMS.</u>							
a.	At the time of admission	63.1%	5.2%	69.5%	---	76.5%	---
	in class IX.	26.3%	---	8.0%	4.3%	11.7%	11.7%
b.	in class IX.	---	---	---	---	---	5.8%
c.	in class X.	10.5%	5.2%	21.7%	17.3%	11.7%	23.5%
d.	in class XI.	---	89.5%	---	52.1%	---	58.8%
e.	At the time of leaving school.	---	---	---	---	---	---
<u>3. CIVIC PROBLEMS.</u>							
a.	At the time of admission	57.8%	---	73.9%	---	47.0%	11.7%
	in class IX.	---	5.2%	---	---	---	---
b.	in class IX.	5.2%	26.3%	4.3%	26.0%	---	11.7%
c.	in class X.	15.7%	15.7%	8.6%	13.0%	11.7%	17.6%
d.	in class XI.	21.0%	52.6%	13.0%	69.8%	41.1%	58.8%
e.	At the time of leaving school.	---	---	---	---	---	---
<u>4. HEALTH PROBLEMS.</u>							
a.	At the time of admission	63.1%	5.2%	4.3%	69.8%	41.1%	---
	in class IX.	26.3%	5.2%	4.3%	21.7%	35.2%	5.8%
b.	in class IX.	5.2%	26.3%	21.7%	13.0%	17.6%	17.6%
c.	in class X.	5.2%	31.5%	26.0%	4.3%	5.8%	23.5%
d.	in class XI.	---	31.5%	26.0%	---	---	52.9%
e.	At the time of leaving school.	---	---	---	---	---	---

S.No.	Incidences.	Rural Teachers.		Urban Teachers.		Lades Teac hers	
		1st.	2nd.	1st.	2nd.	1st.	2nd.
5.	<u>RELIGIOUS PROBLEMS.</u>						
a.	At the time of admission in class IX.	57.8%	10.5%	65.2%	-	52.9%	-
b.	In class IX.	21.0%	21.0%	13.0%	39.1%	11.7%	11.7%
c.	In class X.	15.7%	21.0%	13.0%	26.0%	17.6%	23.5%
d.	In class XI.	5.2%	36.8%	8.6%	30.4%	5.8%	52.9%
e.	At the time of leaving school.	-	10.5%	-	4.3%	11.7%	11.7%
6.	<u>MORAL PROBLEMS.</u>						
a.	At the time of admission in class IX.	63.1%	-	47.8%	8.6%	41.1%	11.7%
b.	In class IX.	5.2%	15.7%	21.7%	21.7%	17.6%	17.6%
c.	In class X.	-	68.4%	8.6%	34.7%	11.7%	35.2%
d.	In class XI.	31.5%	10.5%	21.7%	30.4%	23.5%	47.0%
e.	At the time of leaving School.	-	5.2%	-	4.3%	5.8%	-
7.	<u>SCHOOL PROBLEMS.</u>						
a.	At the time of admission in class IX.	57.8%	21.0%	65.2%	21.7%	47.0%	11.7%
b.	In class IX.	26.3%	36.8%	26.0%	34.7%	23.5%	41.1%
c.	In class X.	10.5%	31.5%	8.6%	34.7%	17.6%	41.1%
d.	In class XI.	5.2%	10.5%	-	8.6%	11.7%	5.8%
e.	At the time of leaving school.	-	-	-	-	-	-
8.	<u>SPIRITUAL PROBLEMS.</u>						
a.	At the time of admission in class IX.	47.3%	10.5%	60.8%	4.3%	17.6%	11.7%
b.	In class IX.	36.8%	21.0%	21.7%	21.7%	11.7%	29.4%
c.	In class X.	15.7%	26.3%	8.6%	30.4%	23.5%	35.2%
d.	In class XI.	-	42.1%	8.6%	17.3%	41.1%	23.5%
e.	At the time of leaving school.	-	-	-	26.0%	5.8%	-
9.	<u>PERSONAL PROBLEMS.</u>						
a.	At the time of admission in class in IX.	42.1%	-	65.2%	-	47.0%	-
b.	In class IX.	31.5%	15.7%	21.7%	21.7%	29.4%	29.4%
c.	In class X.	10.5%	10.5%	8.6%	13.0%	11.7%	5.8%
d.	In class XI.	10.5%	31.5%	4.3%	26.0%	5.8%	29.4%
e.	At the time of leaving school.	5.2%	42.1%	-	39.1%	11.7%	35.2%
10.	<u>SEX PROBLEMS.</u>						
A.	At the time of admission in class IX.	57.8%	-	34.7%	-	23.5%	-
b.	In class IX.	21.0%	10.5%	8.6%	8.6%	11.7%	5.8%
c.	In class X.	15.7%	10.5%	4.3%	17.3%	29.4%	17.6%
d.	In class XI.	5.2%	15.7%	30.4%	21.7%	35.2%	29.4%
e.	At the time of leaving school.	-	63.1%	21.7%	52.1%	-	47.0%

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When educational problems are acute.

Rural teachers are of the opinion that educational problems arise in the minds of adolescents at the time of admission and declines gradually until they leave school 68.4% of teachers have reported that these problems are felt by the students most at the time of admission in class IX.

The general trend -highest at the time of admission waning away before leaving the school is maintained by girls also.

The table No. 23 makes it clear that in the case of urban boys the only exception in this that the problem completely ebbs away by the time students reach to the class XI.

WHEN VOCATIONAL PROBLEMS ARE ACUTE.

The table No. 23 indicates that vocational problems of rural students arise at the time of admission. Then they abruptly disappear to ~~emerge~~ again at the time of school leaving. 63.1% rural teachers have opined that vocational problems are felt most by the students at the time of admission. Then 89.5% teachers say that they again feel these problems at the time of leaving school.

In the case of urban boys 69.5% teachers feel that vocational problems are most important at the time of admission. The problems immediately vanish and become patent again in class XI. But they are on the peak at the time of leaving school.

Similarly vocational problems are most important at the time girls seek admission in class IX. Then they again appear in class XI. But at the time of leaving school the problems become so wide spread that 63.8% lady teachers feel that time most important.

WHEN CIVIC PROBLEMS ARE ACUTE.

Civic problems are so wide spread at the time of admission that 57.3% rural teachers have ^{again} ~~again~~ it first importance. In class IX. they vanish and again ~~run~~ come to force point in class X. These problems become very important for rural boys at the time of leaving school.

In the case of urban boys the same trend is maintained. The time of admission is most important ~~area~~ according to 73.9% urban teachers. Then they vanish, but again become most important problems when the students leave school.

The same trend is found in the case of girls.

WHEN HEALTH PROBLEMS ARE ACUTE.

As per teachers information compared in table No. 28 these problems are found more or less throughout the school career of rural boys. But the students learn some how to reconcile to these problems gradually. 63.1% of teachers have said that rural boys feel these problem most at the admission time. Then 26.3% teachers say that students feel these problems in class IX. and so on. But 31.5% teachers have said that class XI is second important occasion for these problems. As the adolescent grows up to maturity he is more careful for his health.

The same trend is found in the case of urban boys, but in the case of girls these problems remain static as is clear from the table 41.1% lady teachers have said that the first important occasion for these problems is the time of admission and 52.9% ~~xxx~~ lady teachers are of the opinion that these problems are again felt at the time of leaving school.

WHEN RELIGIOUS PROBLEMS ARE ACUTE.

The table No. 28 clearly brings to light that at the time of admission religious problems are very high for rural and urban boys as well as for girls. They abruptly diminish and maintain more or less the same status later on. But at the time of school leaving they almost occupy no significant place.

57.8% rural teachers, 65.2% urban teachers and 52.9% lady teachers are of the opinion that these problems are most felt by the adolescents at the time of admission. Then the percentage goes on diminishing and 36.8% rural teachers, 30.4% urban & ^{lady teachers} teachers and 52.9%, have said that class XI. is a second important occasion for these problems. Practically the adolescents have no religious problems at the time of leaving school. The religious problems mostly arise due to home influences and during their stay in the school these problem vanish.

WHEN MORAL PROBLEMS ARE ACUTE.

From a close study of the table it is clear that rural boys take admission in class IX. ~~many~~ with marked moral problems, which after an ebb in class IX become prominent in class X and slightly diminish in class XI. But when they leave school these problems are no more acute.

In the case of urban boys and girls, according to their teachers, the moral problems hold more or less the same ground from the time of admission to class XI, but wanes away all of a sudden before they leave the school.

WHEN SCHOOL PROBLEMS ARE ACUTE.

57.8% rural teachers have pointed out that the adolescents have school problems at the time of admission in school. In class IX, they are reduced a bit. No sooner they reach to class X, ~~these~~ these problems are greatly reduced. But in class XI or at the time of leaving school these problems become insignificant or nil.

Exactly the same trend is found in the case of urban boys 65.2% teachers have said that school problems are felt most at the time of admission. ~~then~~

Then these problems diminish 34.7% teachers said that class X is second important time for these problems. But after class X these problems are not found.

In the case of girls also the same declining attitude of school problems is found. All the ~~adolescents adjust to the school conditions~~ adolescents have practically no school problems after class X. This is because of the fact that these problems automatically vanish as the adolescent adjust to the school conditions.

WHEN SPIRITUAL PROBLEMS ARE ACUTE.

As per teacher's information compared in table No. 28 spiritual problems are fairly wide spread in the case of rural students. 47.3% teachers opine that adolescents feel these problems at the time of admission. The adolescents begin to forget those problems in X. In class XI they remain almost as they were, as 42.1% teachers have said that this is the second important ^{occasion} problem for the occurrence of these problems.

So far as urban boys are concerned the analysis and the table clearly indicate that the spiritual problems are very important for urban boys when they get admission in the school upto eleventh class they are solved to some extent. But they persist to a great extent even at the time of leaving school.

In the case of girls we find that the problems increase when they reach in tenth and ~~and~~ eleventh classes.

WHEN PERSONAL PROBLEMS ARE ACUTE.

The table No. 28 shows that when rural boys get admission they feel acutely their personal problems, as 42.1% teachers have opined for the same. In

In class IX they are reduced a bit. These problems go to background in tenth class and again arises in class XI. When boys prepare to leave the school these problems are felt more as 42.1% teachers have said that it is the second important time for these problems.

In the case of urban boys the same thing happens. When they get admission they feel acutely their personal problems. In classes IX and X they are reduced, but in class XI they again increase. Again a rise is seen when the boys prepare to leave the school.

In the case of girls also the same trend of ^{rise} fall and ^{fall} rise is found 47.0% lady teachers say that these problems are most pressing at the time of admission. Then they are reduced. Again they rise in XI and remain with them even upto the time of leaving school.

WHEN SEX PROBLEMS ARE ACUTE.

The way sex problems increase or diminish varies from rural boys to urban boys and from urban boys to girls. As per teachers information at the time of admission the rural adolescents have great sex problems. These problems diminish in classes IX, X and XI, but at the time of leaving school they again rise, as has been reported by 63.1% teachers.

In the case of urban boys, at the time of admission the sex problems are nominal. Then in class IX they immediately decline below recognition. Then they begin to increase from class X, and at the time of leaving school, these problems become very important for them.

In the case of girls these problems remain static for them. We find from the table that when girls seek admission their sex problems are not very important. After a short period of decrease they begin to increase and when they leave school these problems remain with them.

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CHAPTER VI.CONCLUSION.

After doing a minute analysis and interpretation of the replies to all the questionnaires in the previous pages, it is essential to reconsider ~~every thing~~ every thing taken jointly, so that a wholistic view of the situation may be achieved . The following pages will give the definite and ~~pin~~ pin pointed results of the whole investigation.

First of all it is essential to know that out of the major fields of problems, which are more pressing to the adolescents. In question No. 3 of their questionnaire, the adolescents rated the major fields of problems according to their intensity. A close observation of table No. 22 shows that the major fields of problems, according to their intensity for rural boys can be arranged as :-

1. Educational.
2. School.
3. Vocational
4. Civic.
5. Health.
6. Religious.
7. Character.
8. Personal.
9. Spiritual.
10. Sex.

For urban boys the order of major fields of problems according to their intensity is: _

- | | | |
|-----------------|----------------|------------|
| 1. Educational. | 2. Personal | 3. Civic. |
| 4. Spiritual. | 5. Vocational. | 6. Moral. |
| 7. Health. | 8. Religious. | 9. School. |
| | | 10. Sex. |

For girls the order is:-

1. Educational.
2. School.
3. Moral.
4. Health.
5. Spiritual.
6. Civic.
7. Religious.
8. Personal.
9. Vocational.
10. Sex.

After ascertaining the order of major heads of problems according to their intensity to the adolescents, the most important problems of each major fields will be choosen. For this comparison of the replies of the students to questions No. 1 and 2 in their questionnaire and replies of the teachers to the question of first sub section of their second questionnaire will be made. On the basis of this comparison two most important problems of each major field will be picked for each type of group ie rural boys, urban boys and girls.

EDUCATIONAL PROBLEMS.

On the basis of the percentage of affirmative replies from adolescents and teachers as shown in tables No. 1,11 and 27, the most important problems for rural and urban boys are ' How to concentrate in studies' and 'Choice of subjects'. In the case of girls the most important problem is ' How to concentrate in studies' but the second important problem is ' to know methods of study of great people!'

VOCATIONAL PROBLEMS.

A close observations of the tables 2,12, and 27, reveals that two most important vocational problems for both rural and urban boys ^{are} ' Choice of ~~prof~~ profession' and ' Choosing a ~~training~~ ^{braining} course after ~~school~~ school education. In the case of girls the most important problem is ' Choice of profession: but the second important problem for then is " To know about the scope in different professions".

HEALTH PROBLEMS.

From the comparison of tables 4,14 and 27 we come to know that in the case of all the adolescents the most important health problem is " How to keep the body neat and clean", but the second import ^{and} problem for rural and urban boys is "To know what food is useful for health" and for girls it is " How to protect from different diseases.

CIVIC PROBLEMS.

The comparison of tables No. 3,11 and 27 shows that the most important problem for rural boys and girls is " To know the meaning of citizenship", but for urban boys it is "To know how to be a good citizen". Then the second important problem for urban boys and girls is 'To know the duties towards school, society and country, but for rural boys it is 'To know how to be a good citizen'.

RELIGIOUS PROBLEMS.

The tables No. 5,15 and 27 make it clear that the most important religions problems of ~~rural~~ rural boys as well as urban boys is "To know what religion is ". Their second important problem is "How to create faith in religion". In the case of girls the most important problem is "To know how far religions customs

are based upon Scientific principles . Then again 'How to create faith in religion' is second important problems for girls.

MORAL PROBLEMS.

From the comparative study of the tables 6,16 and 27 the most important problem for rural and urban boys is 'How to be a good student even if having a bad character', but for girls the most important problem is "How to guard one's character ", which is second important problem for rural boys and urban boys. The second important problem for girls is "Why is she insulted because of the false notion about her character".

SCHOOL PROBLEMS.

A close study of tables 7,17 and 27 indicates that for girls two most important problems are " Keeping studies continued in financial stress" and " How to be popular among class mates. The later problem is of prime importance for rural and urban boys while the former problem is of second importance for them.

SPERITUAL PROBLEMS.

The tables 8,18 and 27 indicate that the most important problem for all the adolescents is "To know about the cycle of life and death". Then the second important problem for them is to know about the destiny after death".

PERSONAL PROBLEMS.

'How to achieve success in life ' is the most important problem for rural boys, urban & boys and girls, as is evident from the comparison of tables 9,19 and 27. The second important problem for them is " how to make up the subject in which he is weak' .

SEX PROBLEMS.

The comparison of tables 10, 20 and 27 shows that for girls the most important problem is to know "IF marriage is a necessity". For rural and urban boys the most important problem is to know "How to love the members of opposite sex". The second important problem for all the adolescents is to know " Whom to consult for internal diseases".

HOW FAR GUIDANCES ARE PROVIDED.

After giving an order to the major fields of problems ^{and} gleaming the main problems (of rural boys, urban boys and girls) under these fields, the aim is to determine the extent of guidances given formally or informally for these major fields of problems. For this purpose the replies to the 5th., 6th. and 7th. questions of the students questionnaire are compared with the replies to the 3rd question of teacher's first questionnaire. In other words table No. 23 is compared with the table No. 25.

In the case of ^{rural} ~~usual~~ ^{is} boys, most neglected fields of guidances are sex, Vocational, personal, religions and spiritual. But moral and school guidances recive better attention. Best guidance is given for health, civic and educational problems.

So far as urban boys are concerned they get good formal as well as informal guidances for moral and school problems. But sex, religions, spiritual vocational and educational guidances are greatly neglected. Maximum guidances are given for civic and health problems.

In girls schools the most neglected fields of guidance programmes are that of sex, vocational, and personal. But a comparison of table No. 23 and 25 shows that educational, health, religious, moral, school and spiritual guidance ~~xxxgiven~~ receive good attention. Best guidance is given for civic problems.

GUIDANCES DEMANDED.

After having found out the types of guidance programmes provided in the schools formally or informally, it remains to find out what guidance programmes are demanded by the students and teachers in their schools and which can be introduced in the schools ~~xxxx~~ suiting to the local conditions. For this a comparison will be made between the replies to the 4th question of students questionnaire and replies to second and 4th questions of the teachers first questionnaire. In other words table No. 22, 24 and 26 will be compared.

On comparison it is found out that for all types of schools (rural boys, urban boys and girls schools) the ^{best} ~~best~~ demanded guidances are spiritual, personal and sex. Also according to our needs and conditions they cannot be introduced in our schools though according to table No. 26 personal guidance can be introduced to a little extent in all the ~~xx~~ rural , urban and girls schools.

In the case of rural boys schools the ~~most~~ most important guidances which should be provided are civic, educational, vocational and lastly the health. From table No. 26, the order of guidances which can be introduced in the schools are educational, school, civic health and vocational. Religious and moral guidances though important from students point of view , have not been recognized by the teachers.

For urban boys also the order of ~~moral~~^{most} important guidances which should be provided in school be provided ~~in school~~^{one} or educational, vocational, civic, health, moral and school guidance. From the point of view of urban teachers religions guidance need not be provided in schools. The table No. 26 shows that the order of guidances according to their possible introducing in schools is as:-

1. Educational .
2. Civic.
3. School.
4. Health.
5. Vocational.
6. Moral.

The order of guidances which should be provided in girls schools is educational, civic, vocational, moral, health and school. Religions guidance has not been recognized by lady teachers also. All these guidances can be introduced in girls schools. The only exception is that lady teachers say that religions guidance can be given in school, though they do not feel it necessary,

INCIDENCES WHEN PROBLEMS BECOME ACUTE.

The comparative study of table No. 28 brings to light that problems of ^{three} five major fields viz educational problems, school problems, religions problems are most acute in class IX and by the time adolescents (rural boys, urban boys and girls) reach to eleventh class, these problems are gradually solved. The only exception to this general trend is that of spiritual problems of rural boys. Even at the time of leaving school this problem persists with them.

But civic problems, health problems, personal problems and sex problems come in the category of those problems which remain with all types of adolescents throughout their stay in school and even at the time of leaving school. However health problems seem to be much intense at the time of leaving school, more so in the case of girls.

Vocational problems are exception. They are most intense at the time when the adolescents take admission in class IX, then they go to back ground, but again become most prominent at the time when the adolescents leave school.

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C H A P T E R VIIS U G G E S T I O N S .

Knowing the facts that have been presented in the preceding chapter, no one can be with confidence be dogmatic about practical suggestions for helping the adolescents to solve their problems during their stay in secondary school. Any thing that can be done to conserve the energy of these adolescents and to lessen their frustrations will be a contribution to society. Keeping this thing in view, some constructive suggestions will be made in this chapter. For this it is essential to make a brief survey of the existing conditions of the urban and rural secondary school of this region.

Educational developments have taken place on mass scale in Rewa region. High School and Junior High Schools have been upgraded to Higher Secondary schools in the interior-most villages, where even conveyance facilities are not available. Teachers do not like their postings in those higher secondary schools, and when they are transferred, ~~with~~ neither they take interest in their duties nor in their students. The buildings and equipments are also not upto the mark. So it is found that rural boys face a large number of problems in schools as evident from tables one to ten,

One thing is quite clear that with the introduction of free education, the rural boys have begun to take it as ^{side} business like. Most of the adolescents in rural schools help their parents in their work and only when they find time they attend the schools.

In short they and their parents do not take schooling seriously. Naturally the teachers and school authorities will also ^{lose} lose interest in their work.

The conditions of urban schools in comparison to rural schools are not so bad. The students, who come to attend the urban schools, are interested in their education. Moreover most of the teachers or staff are trained and are interested in their duties. The equipments and school buildings are also in satisfactory conditions. So the urban boys do not have as many problems as the rural boys have.

The conditions of girls secondary schools are much better. Most of the girls secondary schools are situated in big cities, and have all sorts of equipments and buildings. Naturally, we find that girls have far less problems than both the types of boys.

Considering the above facts any guidance programme can be introduced more easily in urban boys schools and girls schools more easily than rural schools. Keeping the above in mind, some definite suggestions will be given for the guidance programmes to be introduced in all the three types of schools. From the study made in previous chapters it is clear that few guidances^{programmes} are given in the formal and informal way in all the schools, and practically no organised guidance programme is provided in any of the schools. While making suggestions every type of field of guidance will be dealt separately.

EDUCATIONAL GUIDANCE.

This guidance is most important for all types of schools as has been reported by the teachers. Now the most important education problems are 'How to concentrate in studies' and 'How to make the best use of library' and also 'The method of study of great people'. No specially trained personnel are required to guide the adolescents for educational problems in the beginning. We may start with the cooperation of teachers at present. Weekly lectures be arranged by experienced teachers who have a thorough study of child psychology. Most of the students are unable to do better in their studies because of lack of concentration. A little experienced guidance will help them in solving this important problem. Similarly reference of books other than text books should be made in the class teaching and the students be tempted to consult books from library. The department should also pay special attention toward the library facility. For the problem of method of study of great people during their school ^{days} boys, such books should be prescribed which give an early life and work of great people. As we have discussed previously, educational problems are most acute in the beginning, it is suggested that educational guidance should be given at the time of admission in classes IX and X.

SCHOOL GUIDANCE.

Like educational guidance, school guidance is also very important for all types of students. The most important school problems are 'How to be popular among class mates' and "How to keep the studies ^{continued} ~~entire~~ in financial stress". Again these are the practical problems of the adolescents and need the attention of teachers.

The latter of the two is most prevalent among girls, because they are more touchy and feel more about the difficulties of the parents which they face in giving them education. Our society and Government should pay special attention to provide all sorts of helps in the form of scholarships, books etc. to all adolescents, specially to girls. So far as the former problem is concerned a little experienced guidance during class lectures will help them. For school problems, guidances should be given from the time of admission upto class X.

VOCATIONAL GUIDANCE.

Although the students have not given it so much importance yet vocational guidance is most important of all from the point of view of educationists. Arthur J. Jones says " Choice of occupation and getting a job are absolutely necessary and pre-requisite to every thing else". But it is very difficult to start organised vocational guidance in all the schools immediately, because it cannot be done without trained persons. Any how teachers can help a lot in the preliminary stage. The most important vocational problems of all in the adolescents are 'Choice of profession', "Choosing a training course after school education" and 'To know about the scope in different professions'. 'Choice of profession' is a problem which requires guidance from trained persons or counsellors, but the experienced teachers can also help them to some extent by seeing their previous records and attainments of the ~~adolescents~~ adolescents. The other two problems are practical and can be solved by school authorities only if they have a close contact with all the training centres and employment exchange. Current literatures of different occupations should be sent to all the schools and be library. Weekly lectures be arranged from specialists of every professions.

Vocational problems are very acute in the beginning at the time^{of} admission and also when the adolescent leaves the school. So vocational guidance be arranged in the beginning in class IX, and ~~also~~ in alsoⁱⁿ class XI when the students prepare to leave the school. From the study made in previous chapter we come to know that vocational problems are more acute in the case of urban adolescents, than rural. So vocational guidance should immediately be started in urban schools.

CIVIC GUIDANCE.

Since our country has become independent civic guidance has become an imperative. The most important / civic problems are 'To know the meaning of citizenship', 'To know how to be a good citizen' and 'What are the duties towards school, society and country'. Guidance for all the civic problems can be given by all the ~~xxxx~~ teachers of the school and also by parents, in the home. Detail civic guidance should be given in class room teaching with other subjects. Such chapters should be added in the books of languages which give specific civic guidance to the adolescent.

Civic guidance is needed by the students throughout their stay in the school, so it should be given in all class from IX to XI.

RELIGIOUS GUIDANCE.

Religious guidance is not so important in our schools as per teacher's opinions. Moreover most of the secondary schools of Rewa region are run by government, so guidance about any specific religion is not possible. The most important religious problems are 'To know what religion is', 'How to create faith in religion', and 'To know how far religious customs are based upon scientific principles'.

No trained personels are required for religions guidances. Teachers should try to inculcate among the students a sense of respect for all religions, and give a brief understanding of popular religions in their class lectures. Religious guidance may be given in all the classes.

HEALTH GUIDANCE.

Health guidance is again ~~one~~ of the important guidances according to the opinions collected from the teachers and students. The most important health problems are, 'How to keep the body neat and clean', 'To know what food is useful for health' and 'How to protect from different diseases'. Guidance for these problems can easily be given by teachers. Five minute ^{every} ~~evay~~ alternate day should be devoted for giving health guidance to all the students of the school after prayer. Chapters on health guidance should be added in the text books. Weekly lectures be arranged by the experienced doctors who may advise the students regarding their health. Health guidance should be given at ^{all} stages and at all times.

MORAL GUIDANCE.

Like health guidance, moral guidance is also important. The most important moral problems are 'How to be a good students even if having a bad character', and 'Why is he or she looked down because of the false notion about his or her character'. These are the practical problems of life and any experienced teacher can guide the students for these problems. Five minutes of every alternate day after the prayer should be devoted for moral guidance of the adolescents. Lectures should also be arranged from time to time like health, moral guidance should also be given at all times, but it is more important in the ^{beginning} ~~begining~~.

PERSONAL GUIDANCE.

Personal guidance is very important for urban boys, but not so important for girls and rural boys. The most important personal problems are 'How to achieve success in life' and 'How to make up the subject in which he is weak'. Teachers can help to a great extent in giving personal guidance provided the size of the classes be small and the load of work on teachers be not much. The teacher should have personal contact with the adolescent and his family, and should take keen interest in the welfare of the child. Moreover general talks about personal problems in the form of group discussions will also help the adolescents in solving their personal problems. ~~XXXXXXXX~~ Personal guidance is needed in all class from IX to XI but more intense, in the beginning.

SPIRITUAL GUIDANCE.

Spiritual guidance is not important for adolescents as per informations gathered from the questionnaires. However the most important ^{spiritual} spiritual problems are 'To know about the cycle of life and death' and 'To know about the destiny after death'. For spiritual guidance sufficient matter can be given in the text books. Few occasional lectures from eminent philosophers will do.

SEX PROBLEMS.

Teachers have opined that sex guidance is not very important, ^{but} the modern psychologists say that the sex problems are most acute during the period of adolescence. However the most important sex problems are 'If marriage is a necessity' 'How to love the members of opposite sex', and 'When to consult for internal diseases'. Our society does not allow to give sex guidance freely, even then it is desirable that from time to time sex guidance may be given by teachers in their class rooms.

SOME GENERAL PROBLEMS.

Those who are concerned with the education of adolescents, need also to possess an abundance of sympathy. It is difficult for the adult to recall his own period of adolescence. But the teacher must recognize early, that increasing freedom is necessary for personality development.

Many conflicts arise because the school and the home do not work together harmoniously. The problems of the adolescents will automatically diminish if harmonious relations are maintained between Home and School. The parents and the teachers must develop in the pupil a relation of ^{friendship} ~~friendship~~ rather than one of dependence. They must try to maintain the emotional balance of the adolescents.

SUGGESTION FOR FURTHER STUDY.

One or two fields of problems may be chosen and a detail study may be conducted on the problems of those fields. Further study may also be done on what type of guidances are needed, Mostly ^{by} the adolescents, and how to provide them under present conditions. Study can also be made on rural girls, which has been left in this work.

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CHAPTER VIII.

S U M M A R Y.

N E E D O F T H E S T U D Y.

The students population ~~gmi~~ going to attend the higher Secondary Schools has increased in abundance. A large number of problems of indiscipline and maladjustments among the students are noted every day by our school authorities. These maladjustments of the students are the direct results of nonrecognition and misunderstanding of the adolescents problems. The twentieth century psychologists have emphasised that there exist individual differences among the individuals. These differences are at the peak in the age group of 12 to 18 years. There are differences in attitudes, behaviour and intelligence of the teen agers. They have different needs at different times, but all of them are dealt in the same manner by the teachers at present. So these adolescents are always surrounded by a large number of problems. We, the parents and teachers, do not recognize and appreciate their needs and problems. Consequently these teen agers become frustrated, resulting in the maladjustment and ultimately they become delinquents.

If we want to check this wastage of energy of our adolescents, we must understand and appreciate their problems. The class room teachers of our secondary schools have a major role in developing these ~~xx~~ greatest resources of our nation. When the adolescent enters the higher Secondary school he finds himself faced with momentous problems, and has to keep pace with even more rapid changes.

He wants to know how to get along with his teachers, how to get along with other students, how to achieve success in school not only as a student inside the class, but also as a member of the group outside and so on. Also when the adolescent enters the higher secondary school he brings with him a set of habit patterns and interests which have gradually developed from his childhood and which are still influenced by his home conditions. It is because of these habits and influences that the adjustment of the adolescent becomes difficult in school. But these attitudes and behaviour of the adolescents are subject to change, if proper guidance is given at the time ~~time~~ of their needs.

In olden days the home was a very powerful agency of education, but now the home influences have practically vanished. The entire responsibility of the education and also of the whole development of the personality of the child has fallen on the schools. Since independence the demand for education is ever increasing. Also the education is becoming more and more complex with the introduction of large number of subjects at ~~the~~ the secondary level. When the adolescent seeks admission in class IX, he has to make a choice out of a large number of subjects, which ~~is~~ ^{are} most suitable to his ability, interest and aptitudes. So there arise the need for educational guidance.

The social and economics developments of our country have changed the whole concept of our religious and moral life".

Religious activities have been ^{forced} ~~fixed~~ to go in the back ground. When the adolescent finds people having greatest faith in religion, and also those having no faith religion, he becomes perplexed. So there is need for religious and moral guidances in our schools. The changed philosophy of education has also increased the need for guidance in our schools. The concept of education has changed from "Child being fitted to education" to "Education being fitted to the child". His needs, interests and desires are dominant, and he has to make all the choices himself. We are only to give him guidance at the time of his need.

Thus when we realize that the problems of adolescents are so multifarious and dynamic in the development of their personality, and also we see that in more advance countries enormous emphasis is given to the guidance of these adolescents, we naturally feel that a time has come in India also to introduce guidance programmes in schools. It is true that sooner or later Government of India will succeed in implementing a full fledged guidance programme. Instead of waiting for the initiation of Government schemes and allowing further loss to the students, if some attempts are made to find out the problems of the adolescents of Rewa region, and suggest some guidances, which they require most and which can easily be given by teachers, it would be my humble service to the nation. Besides Government of India may take some definite directions however insignificant they may be, from the ^{imp}lications of this study.

HYPOTHESIS.

The investigation is based upon the hypothesis that the problems as well as the incidences of their arousal differ from rural boys to urban boys and from urban boys to girls. Also the type of guidances required most by the adolescents differ from one group to another.

PREVIOUS STUDY IN THIS FIELD.

Hardly any Indian Educationist has devoted his time for this valuable study of the adolescent guidance problems. Also only a few American Educationists have conducted their research work on the problems of the adolescents. The first work was done by H.E. Jones (New York: Appleton-Century Crofts, Inc, 1942). H.H. Remmers and Benjamin Shimbég (Chicago Science Research Associates Inc) also made a survey of the adolescent problems in 1949.

STUDY DEFINED.

To find out the problems of the students, the area chosen is only Rewa region, which has more than eighty higher secondary schools, so that area of work may be in keeping with^{the} limited time prescribed. More over it is anticipated that this being a unit socially as well as culturally the problems of the students will not very much.

Students under investigation are that of only higher secondary classie IX, ~~and~~ X and XI. The study has been limited up to them only because they are the only proper adolescents being in the age group of 12 to 18 years.

In these classes students come from there middle schools and find new surroundings and many diversified courses resulting in confusion and problems. The actual guidance is needed in these classes only.

The problems of adolescents are so many sided and fields guidance programmes are so numerous that it is difficult to study these problems or guidances seperately in such a limited time. Besides it cannot be forgotten that the centre of each problem lies in the individual and in his relations to others. Similarly fields of guidance programmes are also so corelated that no water tight compartments can be made for them. Hence the problems of the students as well as the fields of guidance programmes have been grouped under the following ten groups on a-priori basis:-

- | | | |
|-----------------|----------------|--------------|
| (a) Educational | (b) Vocational | (c) Civic. |
| (d) Health. | (e) Religious. | (f) Moral. |
| (g) School | (h) Spiritual | (i) Personal |
| and Sex | (j) Sex. | |

METHOD OF STUDY.

A large number of problems of adolescents were choosen from different sources. These problems were dividéd in ten different heads. Three questionnaireswere issued the first questionairé was iss-ued to the students for the ascertainment of their problems. Next a questionnaire was issued to teachers to confirm the replies of the students. Then a second questionnaire was issued to the teachers as to find out the incidences when these problems are most acute and the adolescents need guidances. All these questionnaires have been appended as (A), (B),^{and} (C) respectively.

In all 550 copies of the students questionnaire were issued to rural boys, urban boys and girls. 59% of rural boys, 72% of urban boys and 69% girls replied. In all 180 questionnaires were issued to teachers and 51% urban teachers, 46% rural teachers and 51% lady teachers replied. The second questionnaire was also sent to 180 teachers. The percentages of replies from urban, rural and lady teachers were 25.8%, 31.6% and 56.0% respectively. The data obtained from the replies of the questionnaires were given statistical treatment.

ASCERTAINMENT OF EXTENSIVITY AND INTENSITY OF PROBLEMS FROM ADOLESCENTS AND TEACHERS.

The conclusions drawn are based upon the following facts (a) What is the percentage of adolescents facing a problem and what guidance programmes they demand. (b) How intensely they feel the problem, (c) When these problems are acute (d) How easily guidance programmes can be introduced (e) What is the opinion of teachers on ~~the~~ these considerations.

From the point of view of the above mentioned facts we find that the most important problems for rural boys, urban boys and girls are as follows:-

1. EDUCATIONAL PROBLEMS:

- (a) Concentration in studies: -- Rural boys, Urban boys and Girls.
- (b) Better use of Library: -- Rural boys, and Urban boys.
- (c) Method of study of great people: -- Girls.

2. VOCATIONAL PROBLEMS.

(a) Choice of Profession:- Rural boys, Urban boys and girls.

(b) Choosing a training course after school Education:-
Rural boys and Urban boys.

(c) To know about the scope in different professions:-
Girls.

3. CIVIC PROBLEMS.

(a) What is the meaning of citizenship:-
Rural boys and girls.

(b) To know how to be a good citizen:-
Urban boys and rural boys.

(c) To know the duties towards school, society and Country:- Urban boys and girls.

4. HEALTH PROBLEMS.

(a) How to keep the body neat and clean:- Rural boys, urban boys and girls.

(b) To know what food is useful for Health:- Urban boys and rural boys.

(c) How to protect from different diseases:- Girls.

5. RELIGIONS PROBLEMS.

(a) To know what religions/ is:-
Rural boys and urban boys.

(b) How to create faith in religion:-
Rural boys, urban boys and girls.

(c) To know how far the religions customs are based upon Scientific principles:- Girls.

6. MORAL PROBLEMS.

(a) How to be a good student even if having a bad character:- Rural boys and urban boys.

(b) How to guard one's character:- Rural boys, urban boys and girls.

(c) Why is she insulted because of the false notion about her character:- Girls.

7. SCHOOL PROBLEMS.

(a) How to keep the studies continued in financial stress:- All the adolescents.

(b) How to be popular among the class mates:- All the adolescents.

8. SPIRITUAL PROBLEMS.

(a) To know about the cycle of life and death:- Rural boys, Urban boys and girls.

(b) What is the destiny after death:- Rural boys, Urban boys and girls.

9. PERSONAL PROBLEMS.

(a) How to achieve success in life:- Rural boys, urban boys and girls.

(b) How to make up the subject in which he is weak:- Rural boys, urban boys and girls.

10. SEX PROBLEMS.

(a) To know if marriage is a NECESSITY:- Girls.

(b) How to love the members of opposite sex:- Rural boys and urban boys.

(c) Whom to consult for internal diseases:- All the adolescents.

Most of these problems are felt by the adolescents of U.S.A. A comparison has been made between the extensities of the problems felt by the adolescents of America and adolescents of India (Rewa region) see appendix D.

After determining the problems of the adolescents it remains to suggest the time and manner in which guidances should be given to these three different groups of adolescents.

E D U C A T I O N A L G U D I N C E .

This guidance is most important for all types of schools. No specially trained personnels are required to guide the adolescent for educational problems in the begining. We may take the help of experinced teachers who have a through study of child psychology. Weekly lectures should be arranged to give guidance for the educational problems. References of books other than text books should be made and students be tempted to consult books from library. Such books should be prescribed, on languages which give an early life of the great people. The educational problems are most acute in begining when the adolescent seeks admission in class IX, so educational guidance should be given from the begining till he studies in class X.

V O C A T I O N A L G U D I N C E .

Vocational guidance is also very important for all the adolescents. But organised vocational guidance can not be started in the schools immediately as trained personnels are required for it. However the teachers can help to a great extent in the begining, by keeping a close contact with all the training centre and Employment exchanges.

Every school should arrange to get the current literature of different occupations regularly, ^{and} the students be kept acquainted with it. Weekly lectures be arranged by the specialists of different professions.

Vocational guidance should be given at the time of admission in class IX and also when the students prepare to leave school.

CIVIC GUIDANCE.

~~XXXXXXXXXXXXXXXXXXXXXXXXXXXX~~

With the independence of our country, civic guidance has become most vital. This guidance can be given by all the teachers and at all times from classes IX to XI. Detailed civic guidance should be given in class room teaching with other subjects. Chapters on civic guidance should be added in the books of languages.

RELIGIONS GUIDANCE.

In our secular state religions guidance is not important in the schools. However the teachers should try to inculcate among the students a sense of respect for all religions. This guidance can be given in all classes.

HEALTH GUIDANCE.

Health guidance is ^{again} given an important guidance for all the schools. Health guidance should be given at all times and in all the classes by experienced teachers with the help of medical specialists. Five minutes every alternate day be devoted for health guidance. Weekly lectures should be arranged by health officers.

MORAL GUIDANCE.

Like health guidance, moral guidance is also very important.

It is needed at all times and in all classes. Five minutes of every alternate day should be devoted for moral guidance also. Senior and aged teachers can give better moral guidance. Chapters on moral guidance should be added in the books of languages.

SCHOOL GUIDANCE.

Like educational guidance, school guidance is also very important for all the adolescents. School guidance should be given to the students when they seek admission in class IX. It should also be given during their stay in class IX and in class X. Girls are more perturbed by schools problems, so it is needed most in girls schools. School guidance should be given by the cooperation of all the members of the staff.

PERSONAL GUIDANCE.

Personal guidance is very important for urban boys, but not so important for girls and rural boys. It is needed in all the classes from IX to XI but most intensely in the beginning. Teachers can help to a great extent in giving personal guidance, provided the size of the classes be small and the teachers may have sufficient time to contact the boys personally.

SPIRITUAL GUIDANCE.

Spiritual guidance is not important for the adolescents, however few occasional lectures from eminent philosophers will help the students to a great extent.

SEX GUIDANCE.

Sex guidance is not very important from the teachers point of view, though most of the sex problems arise during the period of adolescence. Sex guidance is mostly required by the students in the

Later stage when they prepare to leave the school. Urban boys and girls require more sex guidance than rural boys. It is desirable that from time to time teacher may give sex guidance in his class, in a most refined manner.

SUGGESTIONS FOR FURTHER STUDY.

(1) Detailed study of the problems of one or two fields may be done.

(2) Detail study on how guidances be provided in the schools.

(3) Study can also be conducted on the problems of rural girls.

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[illegible]

(म) नागरिकता सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- [१] नागरिकता से क्या तात्पर्य है
- [२] आपको एक अच्छा नागरिक क्यों बनना चाहिये
- [३] आप एक अच्छे नागरिक किस प्रकार बन सकते हैं
- [४] आप दूसरे लोगों की किस प्रकार एक अच्छा नागरिक बना सकते हैं
- [५] आपका स्कूल, समाज तथा देश के प्रति क्या कर्तव्य है
- [६] आपको स्कूल, समाज तथा देश से क्या अधिकार प्राप्त हैं
- [७] आप अपने अधिकार तथा कर्तव्यों का सदुपयोग किस प्रकार कर सकते हैं
- [८] आपकी लोक सेवा की भावना का लोग आदर क्यों नहीं करते हैं
- [९] आपका अपने कुटुम्ब के प्रति क्या कर्तव्य है
- [१०] आपके शहर का शासन कैसे चलता है और आप उसमें क्या सहयोग दे सकते हैं
- [११] आपके मुहल्ले और आस पड़ोस के लोग क्यों स्वार्थी हैं

(न) स्वास्थ्य सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- (१) आप अपने शरीर को स्वस्थ तथा स्वच्छ किस प्रकार रख सकते हैं
- (२) आपको अपने मकान आदि की सफाई किस प्रकार करनी चाहिये
- (३) स्वास्थ्य के लिये कौन-कौन सा भोजन लाभप्रद है
- (४) व्यायाम का जीवन में क्या स्थान है
- (५) आप किस प्रकार बलवान बच्चे बन सकते हैं
- (६) विभिन्न प्रकार की बीमारियों से आप किस प्रकार छुटकारा पा सकते हैं
- (७) आपके मुख पर कुन्सी आदि से पड़े दाग या धब्बे किस प्रकार गायब हो सकते हैं
- (८) आपके जीवन में स्वास्थ्य का क्या मूल्य है

(इ) धर्म सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- (१) आपका धर्म क्या है
- (२) आपके जीवन में धर्म का क्या स्थान है
- (३) दूसरे धर्मों के प्रति आपका क्या कर्तव्य है
- (४) आपका धर्म में विश्वास कैसे पैदा हो सकता है
- (५) पूजा पाठ किस प्रकार करना चाहिये
- (६) आपके तथा अन्य धर्मों में कौन सी विशेषताएँ हैं
- (७) विभिन्न धर्मों में क्या क्या समानताएँ हैं
- (८) आपका भगवान में विश्वास कैसे पैदा हो सकता है
- (९) धर्म न मानने पर क्या परिणाम होते हैं
- (१०) आपके धार्मिक रीति रिवाज कहाँ तक वैज्ञानिक सिद्धान्तों पर आधारित हैं

(फ) चरित्र सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- (१) अच्छे चरित्र से क्या तात्पर्य है
- (२) आप किस प्रकार चरित्रवान बच्चे बन सकते हैं
- (३) बुरी संगत तथा बुरी आदतों से किस प्रकार दूर रह सकते हैं
- (४) माता पिता की सेवा किस प्रकार करनी चाहिये
- (५) चरित्र खराब होने पर भी आप एक अच्छे विद्यार्थी कैसे बन सकते हैं
- [६] क्यों लोग आपके चरित्र को गलत समझकर आपका तिरस्कार किया करते हैं
- [७] इस संसार में जिसमें अत्यधिक दुश्चरित्र बच्चे हैं आप किस प्रकार उनके बीच चरित्रवान बनकर रह सकते हैं
- [८] चरित्र सम्बन्धी कौन सी पुस्तक पढ़ने से आपको लाभ होगा
- [९] उत्तम चरित्र तथा अच्छे स्वास्थ्य का क्या सम्बन्ध है
- [१०] उत्तम चरित्र तथा अच्छे स्वास्थ्य में क्यों सम्बन्ध होता है

(ज) स्कूल सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- (१) स्कूल के विभिन्न कार्य किन-किन अध्यापकों में बटे हुये हैं
- (२) शाला की विभिन्न कक्षाएँ विषय वार किन किन कमरों में लगती है
- (३) शाला में कौन-कौन से विभिन्न खेल होते हैं
- (४) शाला में आपको खेल आदि में स्थान क्यों नहीं मिलता है
- (५) शाला के अन्य छात्रों में किस प्रकार आप विख्याति प्राप्त कर सकते हैं
- (६) शाला के गुन्डे छात्रों से आत्म-रक्षा (अपनी बचत) किस प्रकार की जा सकती है
- (७) भगड़ालू तथा उजड़ु छात्रों से बिना मिले तथा बिना लड़े किस प्रकार रहा जा सकता है
- (८) आपके अध्यापक आपसे किस प्रकार प्रभावित हो सकते हैं
- (९) शाला में आपके प्रति पक्षपात क्यों होता है
- (१०) पर्याप्त धन न होने पर शिक्षा जारी कैसे रखी जा सकती है
- (११) अपनी स्वयं की आवश्यकताओं को धन के अभाव में किस प्रकार पूरा किया जा सकता है

(ह) अध्यात्मिक समस्याएँ : आप जानना चाहते हैं कि

- (१) जीवन-मरण का चक्र किस प्रकार चलता है
- (२) मरने के बाद मनुष्य कहाँ जाता है
- (३) पाप और पुण्य किसे कहते हैं
- (४) मोक्ष किसे कहते हैं और कैसे प्राप्त होता है
- (५) आत्मा और परमात्मा में क्या सम्बन्ध है
- (६) पाप और पुण्य का क्या फल होता है
- (७) आत्मा और शरीर में क्या सम्बन्ध है
- (८) सृष्टि का प्रबन्ध किस प्रकार चलता है

(क) स्वयं की समस्याएँ : आप जानना चाहते हैं कि

- (१) जीवन में सफलता किस प्रकार पाई जा सकती है
- (२) किस प्रकार आप जल्दी से जल्दी दूसरों की भांति धन कमाने लगे
- (३) किस प्रकार आप फिल्म जगत से एक अच्छे अभिनेता बन सकते हैं
- (४) किस प्रकार आपको जीवन का सबसे विश्वसनीय मित्र मिल सकता है
- (५) शाला के अच्छे विद्यार्थियों से आपका मेल कैसे हो सकता है
- (६) स्वयं गरीब घर के होने पर शाला में आप धनी छात्रों के समान स्तर पर किस प्रकार रह सकते हैं
- (७) आपका भाई-बहनों से भगड़ा क्यों रहता है
- (८) आपके माता-पिता आपको कम क्यों चाहते हैं
- (९) आपके घर के समर्थ का विभिन्न कार्यों के लिये विभाजन किस प्रकार होना चाहिये
- (१०) आप जिस विषय में कमजोर हैं, उसकी कमी किस प्रकार दूर हो सकती है
- (११) किस प्रकार आप उच्च कोटि की शैक्षणिक सफलता प्राप्त कर सकते हैं

(ल) लिंग सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- (१) आपका लड़कों से मेल किस प्रकार हो सकता है
- (२) आपका लड़कियों से मेल किस प्रकार हो सकता है
- (३) आपकी शादी कब और किस अवस्था में होनी चाहिये
- (४) क्या शादी जीवन का एक आवश्यक अंग है
- (५) आपकी शादी जल्दी किस प्रकार हो सकती है
- (६) जल्दी शादी हो जाने के कारण उत्पन्न समस्याओं का समाधान किस प्रकार हो सकता है
- (७) आपको योग्य पति / पत्नी किस प्रकार मिल सकती है
- (८) यदि आप किसी से प्रेम करते हैं तो आपका क्या कर्तव्य है
- (९) यदि आपको कोई आन्तरिक बीमारी हो गई है तो आपको किससे सलाह लेनी चाहिये।

प्रश्न २— शिक्षा काल में आपकी बहुत सी समस्याएँ होती हैं। अधिकतर समस्याएँ आप ऊपर देख चुके हैं। इन समस्याओं को कई मुख्य समस्याओं के अन्तरगत बांटा गया है। प्रत्येक मुख्य समस्या के अन्तरगत समस्याओं में से जो सबसे महत्व की हो उसके सामने रक्त स्थान में '१' लिखिये। जो उससे कम महत्व की हो उसके सामने '२' लिखिये। इस प्रकार लिखते चले जाइये। जो समस्या सबसे कम महत्व की हो उसके सामने अन्तिम गिनती लिखिये। यह गिनतियाँ आपका हर मुख्य समस्या के अन्तरगत समस्याओं सामने अलग-अलग लिखना ह।

(अ) शिक्षा सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- (१) किस प्रकार आप मन लगा कर पढ़ सकते हैं
- (२) वाचनालय का प्रयोग अधिक अच्छे ढंग से किस प्रकार हो सकता है
- (३) स्कूल में कौन-कौन से विषय पढ़ाये जाते हैं
- (४) आप कौन से विषय सफलता पूर्वक पढ़ सकते हैं
- (५) महान लोग जैसे बड़े-बड़े वैज्ञानिक, कवि, साहित्यकार आदि अपने स्कूल काज में किस प्रकार पढ़ा करते थे
- (६) स्कूल की शिक्षा समाप्त करने के बाद किस कालेज में दाखिला लेना अच्छा होगा
- (७) कालिज तथा ट्रेनिङ कांस में दाखिल कब और कैसे होता है

(ब) धन्वे की समस्याएं : आप जानना चाहते हैं कि

- (१) आपकी वास्तविक रुचि किस धन्ये में है
- (२) स्कूल की शिक्षा समाप्त करने के बाद आपको कौन-कौन से धन्ये प्राप्त हो सकते हैं
- (३) स्कूल की शिक्षा समाप्त करने के बाद आप किस ट्रेनिङ्ग में जा सकते हैं
- (४) विभिन्न धन्यों में जाने के लिये कौन-कौन से विषय लेना आवश्यक है
- (५) धन्ये के कौन-कौन से क्षेत्र अभी भर हैं और कौन-कौन से अभी खाली हैं
- (६) नौकरों के विघ्नापन कब निकलते हैं और किस प्रकार उसके लिये तैयारी की जाती है
- (७) विभिन्न धन्यों में जाने के लिये आपको योग्यता आदि क्या होना चाहिये
- (८) विभिन्न धन्यों की ट्रेनिङ्ग कहाँ कहाँ होती है
- (९) कोई विशेष ट्रेनिङ्ग पाने के बाद भविष्य में उस धन्ये में आपकी उन्नति को क्या सम्भावना है

(स) नागरिकता सम्बन्धी समस्यायें: आप जानना चाहते हैं कि

- [१] नागरिकता से क्या तात्पर्य है
- [२] आपको एक अच्छा नागरिक क्यों बनना चाहिये
- [३] आप एक अच्छे नागरिक किस प्रकार बन सकते हैं
- [४] आप दूसरे लोगों की किस प्रकार एक अच्छा नागरिक बना सकते हैं
- [५] आपका स्कूल, समाज तथा देश के प्रति क्या कर्तव्य हैं
- [६] आपको स्कूल, समाज तथा देश से क्या अधिकार प्राप्त हैं
- [७] आप अपने अधिकार तथा कर्तव्यों का सदुपयोग किस प्रकार कर सकते हैं
- [८] आपकी लोक सेवा की भावना का लोग आदर क्यों नहीं करते हैं
- [९] आपका अपने कुटुम्ब के प्रति क्या कर्तव्य है
- [१०] आपके शहर का शासन कैसे चलता है और आप उसमें क्या सहयोग दे सकते हैं
- [११] आपके मुहल्ले और आस पड़ोस के लोग क्यों स्वार्थी हैं

(द) स्वास्थ्य सम्बन्धी समस्यायें : आप जानना चाहते हैं कि

- (१) आप अपने शरीर को स्वस्थ तथा स्वच्छ किस प्रकार रख सकते हैं
- (२) आपको अपने मकान आदि की सफाई किस प्रकार करनी चाहिये
- (३) स्वास्थ्य के लिये कौन-कौन सा भोजन लाभप्रद है
- (४) व्यायाम का जीवन में क्या स्थान है
- (५) आप किस प्रकार बलवान बच्चे बन सकते हैं
- (६) विभिन्न प्रकार की बीमारियों से आप किस प्रकार छुटकारा पा सकते हैं
- (७) आपके मुँह पर फुन्सी आदि से पड़े दाग या धब्बे किस प्रकार गायब हो सकते हैं
- (८) आपके जीवन में स्वास्थ्य का क्या मूल्य है

[इ] धर्म सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- [illegible]

[क] चरित्र सम्बन्धी समस्यायें : आप जानना चाहते हैं कि

- _____

(ज) स्कूल सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- [illegible]

(ह) अध्यात्मिक समस्याएँ : आप जानना चाहते हैं कि

- [illegible]

(क) स्वयं की समस्याओं : आप जानना चाहते हैं कि

- [illegible]

(ल) लिंग सम्बन्धी समस्याएँ : आप जानना चाहते हैं कि

- [illegible]

प्रश्न ३— निम्नलिखित कुछ मुख्य समस्याएँ हैं, जिनके बारे में आप ऊपर उत्तर दे चुके हैं। इन मुख्य समस्याओं में से जो समस्या सबसे अधिक महत्व की हो उसके सामने रिक्त स्थान में '१' लिखो। जो समस्या अन्य समस्याओं में अधिक महत्व की हो परन्तु उस समस्या से कम महत्व की हो जिसके सामने '१' लिखा है, उसके सामने रिक्त स्थान में '२' लिखो। इस प्रकार लिखते चले जाओ, और जो समस्या सबसे कम महत्व की हो उसके सामने '१०' लिखिये।

- [illegible]

प्रश्न ४- आपकी समस्याओं को हल करने के लिये किस प्रकार का पथ-प्रदर्शन का कार्यक्रम होना चाहिये। नीचे कुछ पथ प्रदर्शन के कार्यक्रम दिये हुये हैं। इन कार्यक्रमों में जो कार्यक्रम आप अपने स्कूल में होना उचित समझे उनके सामने रिक्त स्थान में ✓ का चिन्ह लगा दीजिये।

[१] स्कूल में शिक्षा सम्बन्धी पथ प्रदर्शन	
[२] स्कूल की शिक्षा समाप्त करने के बाद धन्य के लिये पथ-प्रदर्शन	
[३] उत्तम नागरिक बनने के लिए पथ-प्रदर्शन	
[४] स्वास्थ्य सम्बन्धी पथ-प्रदर्शन	
[५] धर्म सम्बन्धी पथ प्रदर्शन	
[६] चरित्र सम्बन्धी पथ प्रदर्शन	
[७] शाला में अच्छे छात्र बनकर भली प्रकार पढ़ने के लिये पथ प्रदर्शन	
[८] अध्यात्मिक समस्याओं के लिये पथ-प्रदर्शन	
[९] स्वयं की समस्याओं के लिये पथ-प्रदर्शन	
[१०] लिंग सम्बन्धी समस्याओं के लिये पथ प्रदर्शन	
[११] अन्य कोई पथ प्रदर्शन का कार्यक्रम यदि हो	

प्रश्न ५- निम्नलिखित पथ प्रदर्शनों के कार्यक्रमों में कौन से ऐसे हैं जो आपके यहाँ कक्षा में नियम पूर्वक अन्य विषयों के साथ-साथ अध्यापक द्वारा पढ़ाई के रूप में दिये जाते हैं। इन पथ-प्रदर्शनों के सामने रिक्त स्थान में ✓ का चिन्ह लगाओ।

[१] स्कूल में शिक्षा सम्बन्धी पथ प्रदर्शन	
[२] स्कूल की शिक्षा समाप्त करने के बाद धन्य के लिये पथ-प्रदर्शन	
[३] उत्तम नागरिक बनने के लिये पथ प्रदर्शन	
[४] स्वास्थ्य सम्बन्धी पथ प्रदर्शन	
[५] धर्म सम्बन्धी पथ प्रदर्शन	
[६] चरित्र सम्बन्धी पथ प्रदर्शन	
[७] शाला में अच्छे छात्र बनकर भली प्रकार पढ़ने के लिये पथ प्रदर्शन	
[८] अध्यात्मिक समस्याओं के लिये पथ प्रदर्शन	
[९] स्वयं की समस्याओं के लिये पथ प्रदर्शन	
[१०] लिंग सम्बन्धी समस्याओं के लिये पथ प्रदर्शन	
[११] अन्य कोई पथ प्रदर्शन यदि हो तो	

प्रश्न ६- निम्नलिखित पथ-प्रदर्शनों में से जो औपचारिक रूप से अध्यापकों या अन्य किसी व्यक्ति द्वारा भाषण आदि के रूपमें दिये जाते हों, उनके सामने रिक्त स्थान में सही का चिन्ह लगाओ

- (१) स्कूल में शिक्षा सम्बन्धी पथ प्रदर्शन
- (२) स्कूल की शिक्षा समाप्त करने के बाद धन्य के लिये पथ-प्रदर्शन
- (३) उत्तम नागरिक बनने के लिये पथ प्रर्शन
- (४) स्वास्थ्य सम्बन्धी पथ प्रदर्शन
- (५) धर्म सम्बन्धी पथ प्रदर्शन
- (६) चरित्र सम्बन्धी पथ प्रदर्शन
- (७) शाला में अच्छे छात्र बन कर भली प्रकार पढ़ने के लिये पथ-प्रदर्शन
- (८) अध्यात्मिक समस्याओं के लिये पथ-प्रदर्शन
- (९) स्वयं की समस्याओं के लिये पथ-प्रदर्शन
- (१०) लिंग सम्बन्धी समस्याओं के लिये पथ-प्रदर्शन
- (११) अन्य कोई पथ-प्रदर्शन का कार्यक्रम यदि हो

प्रश्न ७- निम्नलिखित पथ-प्रदर्शनों में कौन से ऐसे हैं जिनके बारे में आपको कभी कुछ भी नहीं बताया जाता है। ऐसे पथ प्रदर्शनों के सामने रिक्त स्थान में सही का चिन्ह लगाओ।

- (१) स्कूल में शिक्षा सम्बन्धी पथ-प्रदर्शन
- (२) स्कूल की शिक्षा समाप्त करने के बाद धन्य के लिये पथ-प्रदर्शन
- (३) उत्तम नागरिक बनने के लिये पथ-प्रदर्शन
- (४) स्वास्थ्य सम्बन्धी पथ-प्रदर्शन
- (५) धर्म सम्बन्धी पथ-प्रदर्शन
- (६) चरित्र सम्बन्धी पथ-प्रदर्शन
- (७) शाला में अच्छे छात्र बन कर भली प्रकार पढ़ने के लिये पथ-प्रदर्शन
- (८) अध्यात्मिक समस्याओं के लिये पथ-प्रदर्शन
- (९) स्वयं की समस्याओं के लिये पथ-प्रदर्शन
- (१०) लिंग सम्बन्धी समस्याओं के लिये पथ-प्रदर्शन
- (११) अन्य कोई पथ-प्रदर्शन यदि हो तो

प्रश्न ८ - यदि उररोक्त समस्याओं के अतिरिक्त भी आपकी कुछ समस्याये हों तो नीचे खाली स्थान में लिख दीजिये।

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Questionnaire to Teachers

On

Survey of Adolescence Guidance Problems in Higher Secondary
Schools of Rewa Region

Dear Friends,

A copy of the questionnaire is being sent to you. You are requested to go through it and record your answers carefully. This questionnaire is meant only for educational research purpose. It will be kept strictly confidential and will not affect you in any way.

Guide

Shri B. L. Sharma

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Please fill in the following details before answering the questionnaire:—

- (1) Name of the person answering the questionnaire.....
- (2) Designation.. ..
- (3) Name of the School.....

Q. 1—From the list of the problems noted below please put No. '1' in the blank space against a problem which in your opinion is of the greatest importance from the point of view of guidance of students of H. S. S. classes. Number '2' should be put against the problem which is next in importance to the one rated by you as Number '1' and in this manner Number '22' should be put against a problem which in your opinion is of least importance from the point of view of guidance.

- (1) Choice of course and subject.
- (2) School work and plan of future.
- (3) Choice of College after School.
- (4) Problem of Scholarship, freeship and half-rate ship.
- (5) Problem of Scholastic achievement.
- (6) Problem of conflict with the teachers.
- (7) Problem of vocational choice.
- (8) Adjustment to the School situations.
- (9) Home problems.
- (10) Personal Problems of the Students
- (11) Problem of conduct record if poor.
- (12) Problem of early marriages.
- (13) Problem of continuing School studies.
- (14) Problem of Adjustment with the friends.
- (15) Financial Problems.
- (16) Problems of emotional upset.
- (17) Health problem.
- (18) Problems connected with the sex.
- (19) Problems connected with the students rights and duties.
- (20) Problems of moral behaviour.
- (21) Problems of religious belief and disbelief.
- (22) Spiritual problems.

Q. 2- What are some of the most important fields of guidance programmes for the students of Higher Secondary Classes of your School. From the list of guidance programme noted below, please rate each programme according to its importance from your point of view. For example a School guidance programme provision of which is most important for the student of the above mentioned classes must be rated as No. '1', a programme which is next in importance should be rated as No. '2' and in this order a programme which is least important should be rated as No. '10'. Please record your rating in the blank spaces in front of each guidance programme.

	Rating
1 Vocational Guidance	
2 Educational Guidance	
3 Civic Guidance	
4 Health Guidance	
5 Religious Guidance	
6 School Guidance	
7 Moral Guidance	
8 Spiritual Guidance	
9 Personal Guidance	
10 Sex Guidance	
11 Any other Guidance	

Q. 3—From the list of guidance programmes noted below please indicate the manner in which these programmes are provided in your school. If any programme is provided in a formal manner like teaching of various school subjects provided in the school time table, please put the mark✓/ under the column 'Formal' in front of the programme. If the guidance is provided in an 'informal' manner, the mark✓/ should be put in the column 'Informal'. If no guidance is provided, the mark✓/ should be put under column 'not provided',

	'Formal'	'Informal'	'Not provided'
1 Vocational Guidance			
2 Educational Guidance			
3 Civic Guidance			
4 Health Guidance			
5 Religious Guidance			
6 School Guidance			
7 Moral Guidance			
8 Spiritual Guidance			
9 Personal Guidance			
10 Sex Guidance			
11 Any Other Guidance			

Q. 4—Keeping in view the limitations of your School and Society which of these guidance programmes can be introduced in your school. In the blank space provided for this purpose in front of the list of guidance programmes noted below please note '1' against a guidance programme which, in your opinion can be most easily organised in your school. You should put '2' against a guidance programme which can be organised next after a programme against which you have noted '1' and so on. No. '10' should be noted against a guidance programme which you think a most difficult to organise in your School.

- 1 Vocational Guidance
- 2 Educational Guidance
- 3 Civic Guidance
- 4 Health Guidance
- 5 Religious Guidance
- 6 School Guidance
- 7 Moral Guidance
- 8 Spiritual Guidance
- 9 Personal Guidance
- 10 Sex Guidance
- 11 Any other Guidance

Rating

Signature

Questionnaire to Teachers

ON

Survey of Adolescent Guidance Problems in Higher Secondary Schools of Rewa Region.

Dear Friends,

A copy of the questionnaire is being sent to you. You are requested to go through it and record your answers carefully. A large number of problems confronting the adolescents were chosen and set in a questionnaire which was sent to boys and girls of higher secondary classes for their opinions. Those problems which are commonly found in most of the adolescents have been picked up and are sent to you for your opinion about their nature and incidence.

Guide

Shri B. L. Sharma

M. A. B. Sc. L. L. B.

R. L. Saxena

M. Ed. Student

Please fill in the following details before answering the questionnaire:—

Name.....

Designation.....

Name of the School.....

Under this question are given certain specific problems kindly note '1' against the problem which you think is felt most by the students of Higher Secondary Classes. Similarly '2' should be noted against the problem which is next to the one against which you have noted '1'

Immediately below are given some of the circumstances in which the problems noted by you may arise. Please mark '1' in blank space against the occasion in which the problem generally occurs. Similarly mark '2' against the occasion which is next to the occasion against which you have marked '1'

[1] Educational Problems.—The adolescent wants to know that

- (a) How can he read with interest.
- (b) How can he make the best use of library.
- (c) Which subjects can he study most successfully
- (d) How did the great persons like scientists, poets, and authors study during their school days.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) During mid of the session in class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving school.

[2] Vocational problems:—The adolescent wants to know that

- (a) In which profession he is actually interested.
- (b) In which training can he go after his school education.
- (c) Which subjects are required for entering different professions.
- (d) Which professions are over crowded and which have more scope even now.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) During mid of the session in class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving the school.

[3] Civic Problems:—The adolescent wants to know

- (a) What does the citizen ship means.
- (b) What are his duties towards school, society and country.
- (c) How can he best use his rights and duties.
- (d) How can he be a good citizen.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) during mid of the session of class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving the school.

[4] Health Problems —The adolescent wants to know that

- (a) How can he keep his body neat and clean.
- (b) Which food is more useful for his health.
- (c) How can he save himself from different diseases.
- (d) What is the place of physical exercise in life.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) In the mid of the session of class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving school.

[5] Religion Problems —The adolescent wants to know that

- (a) What his religion is
- (b) How can he develop his faith in religion.
- (c) What are the good points in his religion and other r
- (d) How for his religious customs are based on scientific principles.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) In the mid of the session of class IX
- (c) in class X
- (d) In class XI
- (e) At the time of leaving school.

[6] Character problems —The adolescent wants to know that

- (a) How can he best guard his character.
- (b) How can he be a good student even if he has a bad character.
- (c) How can he keep himself aloof from bad company
- (d) What is the relation between healths and character

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) In the mid of the session of class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving school

[7] School problems —The adolescent wants to know that

- (a) Why does he not get his due place in the activities of school.
- (b) How can he keep his studies continued even in financial stress.
- (c) How can he be famous among other class mates
- (d) How can he influence his teachers by his works

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) During mid of the session in class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving school.

[8] Spiritual Problems.—The adolescent wants to know that

- (a) How does the cycle of life and death moves.
- (b) What is salvation and how can it be achieved.
- (c) What is the relation between soul and God.
- (d) Where does the man go after his death.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) In class X
- (c) In class XI
- (d) At the time of leaving school

[9] Personal Problems:—The adolescent wants to know that

- (a) How can he be most successful in life.
- (b) How can he be a good actor in film industry.
- (c) How can he make up the subject in which he is weak.
- (d) Why does he not get the love of his parents.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) During mid of the session in class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving the school.

[10] Sex Problems —The adolescent wants to know that

- (a) How can he or she love the member of opposite sex
- (b) Whom should he consult if he suffers from some internal disease.
- (c) How can he or she get a suitable wife or husband
- (d) Is marriage a necessity in life.

These problems most often arise at the time of

- (a) Taking admission in class IX
- (b) during mid of the session of class IX
- (c) In class X
- (d) In class XI
- (e) At the time of leaving the school.

Signature

A P P E N D I X

2D-

COMPARISON OF THE PROBLEMS OF ADOLESCENTS OF U.S.A. AND OF THE ADOLESCENTS OF INDIA.

S.No.	Name of the problem.	Percentage of Adolescents having the problems.	
		U.S.A.	INDIA.
1.	How to concentrate in studies.	53%	72.2%
2.	Better use of library.	21%	60.2%
3.	Choice of profession.	50%	69.4%
4.	Choosing a training course after school education.	29%	78.7%
5.	To know about the scope in different professions.	27%	53.5%
6.	How to be popular among the class mates.	42%	42.5%
7.	How to keep the body neat and clean.	33%	70.0%
8.	Which food is useful for health.	25%	63.8%
9.	How to create faith in religion.	22%	57.4%
10.	How to be a good scholar.	54%	50.4%
11.	What is the cycle of life and death.	12%	51.1%
12.	How to love the members of opposite sex.	25%	42.5%
13.	Whom to consult for internal diseases.	24%	56.4%

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